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ABSTRACT

This report is the research component of the Center for Civic Education's School Violence Prevention Demonstration Program, a scheme for middle-school-aged students that develops intellectual and participatory skills essential to effective and responsible citizenship. The program is an attempt to draw attention to ways in which civic education can be used for violence prevention. It is a first step in acquiring research on the effects of curriculum on known behavior patterns that lead to violence. The report evaluates the program's first-year pilot, which was implemented in seven large urban school districts. It is organized by the following headings: "Introduction"; "Role of the Center for Civic Education in Development of Domestic and International Programs"; "Review of Recent Research"; "Need for Program"; "Objectives of the Program"; "Curriculum Design Using Center for Civic Education Materials and Methodology"; "Research Design"; "Identification of Target School Districts"; "Staffing"; "Site Coordinators"; "Site Evaluators"; "External Program Evaluators from the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin"; "Statistician"; "Teacher Selection"; "Teacher Stipends, Substitute Pay and Training Sessions"; "Research Instruments"; Program Implementation"; "Number of Students in High-Implementation Experimental Groups and Control Groups"; "Statistical Methods"; "Conclusions of the Study and Implications for the Second Year"; and "Seven Case Studies (Brooklyn, New York; Denver Public Schools; Jefferson County Public Schools; Los Angeles Unified School District; Philadelphia School District; Queens, New York; Wake County Public Schools)." Includes ten appendices. (BB)

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Center for Civic Education

School Violence Prevention Demonstration Program

May 1999 – June 2000

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Center for Civic Education

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School Violence Prevention Demonstration Program

Report on Year One
1999 – 2000 School Year

United States Department of Education
Grant R929A990001

The principal writer of this report was Louis Rosen, Program Director for the **School Violence Prevention Demonstration Program**

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Introduction

There are hundreds of school violence-prevention programs in the United States. The drive behind the development of these programs seems to be the nature of school violence more than the number of violent acts. Local school districts select programs designed to address acts of violence specific to their school or community. Conspicuously absent from the menu of violence-prevention offerings is civic education curricula. Research in the field of civic education has long demonstrated that the development of responsible citizenship skills, both intellectual and participatory can play a defining role in the way students act and think.

In 1999, the Center for Civic Education (Center), based in Los Angeles, California, was awarded a grant from the United States Department of Education to implement a program for middle-school-aged students that would develop intellectual and participatory skills essential to effective and responsible citizenship. The program was designed to have a research component to study the effects of using education in civic values and principles to ameliorate or diminish tendencies toward violence among youth. The program, titled **School Violence Prevention Demonstration Program,** is an attempt to draw attention to ways in which civic education can be used for violence prevention. The program is a first step in acquiring much needed research on the effects of curriculum on known behavior patterns that lead to violence.

The School Violence Prevention Demonstration Program's first-year pilot began in May 1999. It was implemented in seven large urban school districts, an ambitious undertaking considering the size of participating school districts.

Role of the Center for Civic Education in development of domestic and international programs

The Center is a nonprofit educational corporation that has been engaged in developing civic education programs and curricula since 1964. The Center has its roots in the interdisciplinary Committee on Civic Education formed at the University of California at Los Angeles (UCLA). The Committee was established to develop curricular programs in precollegiate civic education. It consisted of faculty from the departments of philosophy and political science, the Law School, and School of Education. The Committee developed a statewide civic education curriculum for the state bar of California called the Law in a Free Society program, which focused on basic concepts of constitutional government: justice, authority, privacy, responsibility, freedom, property, diversity, and participation. The program was designed to serve kindergarten through twelfth grade. In 1981, the Center became an independent nonprofit organization.

The mission of the Center is to promote informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. Today, the Center administers a wide range of critically acclaimed curricular, teacher-training, professional development, and community-based programs. The Center's curricular programs have reached more than 26 million students. The Center also directs a campaign to gain national recognition for the need for comprehensive education for democratic citizenship.

The principal goals of the Center's programs are to help students develop (1) an increased understanding of the institutions of American constitutional democracy and foster a reasoned commitment to the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.

Internationally the Center provides assistance through teacher training and curriculum development to more than 30 emerging democracies that wish to teach the principles and values of democracy and their concomitant intellectual and participatory skills.

Review of recent research

Research shows that American educators and policymakers deal with violence in our schools by using a variety of strategies, often in combination. One approach is to change the physical environment of a school by installing metal detectors and employing security guards. Another is to improve the school's social environment through after-school sports and hobby programs. Some schools create cooperative relationships with police departments. Other approaches include anger management, conflict resolution, peer mediation, and anti-bullying programs.

In 1997, the National Institute of Justice released a report entitled "Preventing Crime: What Works, What Doesn't, What's Promising." According to the report, teaching strategies with the greatest chance of stemming violence among children and youth share the following characteristics:

- They build the school's capacity to initiate and sustain innovation
- They clarify and communicate norms of behavior by
  - establishing and enforcing school rules,
  - emphasizing positive reinforcement of appropriate behavior, and
  - utilizing school-wide campaigns
- They focus on social competency skills, e.g., self-control, stress-management, responsible decision-making, social problem solving, and communication
- They are of long duration to reinforce competency skills

(Sherman, L.W., Gottfredson, D., Mac Kenzie, D.L., Eck, J., Reuter, P., and Bushway, S. 1997. "Preventing Crime: What Works, What Doesn't, What's Promising." Report to the U.S. Congress. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.)

The United States Department of Education released "Safeguarding Our Children: An Action Guide" in the spring of 2000. The publication reviews sixteen early warning signs to help identify students who may be at risk of developing violent behavior. Warning signs include social withdrawal, excessive feelings of isolation, excessive feelings of rejection, low level of interest in school, poor academic performance, intolerance and prejudicial attitudes. (Dwyer, K. and Osher, D. 2000. "Safeguarding Our Children: An Action Guide." Washington D.C.: U.S. Departments of Education and Justice, American Institutes for Research.)

One year earlier, the Department of Education and the Office of Educational Research and Improvement (OERI) introduced the Safe, Disciplined, and Drug-Free Schools Expert Panel.

This panel established guidelines that indicated risk and preventive factors for youth. These factors included the need for "norms regarding violence, attachment to pro-social others, social and emotional competency, social organization and the capacity to solve community problems, laws and consistency of their enforcement, belief in society's rules, academic performance, and attachment and commitment to school." (U.S. Department of Education. May 1999. Safe, Disciplined, and Drug-Free Schools Expert Panel.)

A study by Mark W. Lipsey and James H. Derzon titled *Predictors of Violent or Serious Delinquency by Age Group: A Comparative Ranking* indicated that the strongest predictors of violence for the 12-14 age group were lack of social ties and involvement with antisocial peers. (Lipsey, Mark W. and Derzon, James H. 1998. *Predictors of Violent or Serious Delinquency by Age Group: A Comparative Ranking*. Thousand Oaks, California. Sage Publications.)

Another study published by the Drug Strategies Research Institute indicates that effective violence-prevention programs exhibit the following characteristics. They

- reinforce the idea that aggression and violence are not normal or acceptable behavior
- teach communication and conflict-resolution skills through group discussions and role-playing
- include material for diverse student populations
- include teacher training and improvements to school operations

One researcher took a closer look at the relationship between academic achievement and violent behavior. According to Dr. Deborah Prothrow-Stith of Harvard University's School of Public Health, "learning itself is a form of violence prevention" and "children who succeed at school are at less risk for violence than their non-successful peers." (Prothrow-Stith, D.. and Weissman. M. 1991. *Dangerous Consequences*. New York. Harper Collins.)

The literature related to school violence points out that prevention programs are rarely included in the regular school curriculum. The existing programs are taught in addition to the regular school curriculum or are after- or before-school programs. Most do not emphasize academic performance. social skill development through cooperative learning. or reinforcement of social norms through curriculum.

Need for the program

The Center believes that civic education is crucial to the development of the skills and dispositions which are necessary for citizens to become an effective and integral part of our democracy and way of life. Those skills and dispositions are directly related to helping students avoid using violence as a means of resolving conflict.

One thing that all studies acknowledge is the need to constantly reinforce the positive norms of society. Failure to encourage positive student attitudes can lead to their decline and possibly to an increase in school violence and violent behavior by youth in the larger society. The **School Violence Prevention Demonstration Program** has important implications for the way in which schools make use of alternate teaching strategies as well as education for democracy content, which may prevent violence while helping students develop into informed, effective, and responsible citizens.

Research related to the effectiveness of Center programs on student and adult knowledge of the Constitution and the Bill of Rights and our system of government has been ongoing for ten years. It was recently decided to expand that research to include exploring the positive effects of civic education on attitudes and dispositions that may lead to violence among children and youth. The **School Violence Prevention Demonstration Program's** research findings will add to the field of violence-prevention strategies and methodology.

Objectives of the program

The Center's **School Violence Prevention Demonstration Program** will provide empirical evidence in response to the following questions:

1. Will the teaching of civics and government, using quality educational materials taught by well-trained teachers, increase students' civic knowledge, sense of civic responsibility, tolerance for the ideas of others, respect for authority and the law, and the need for inclusion of all people in the social and political process?

2. Can regular classroom subject areas that are required by most state and local frameworks be enhanced to include effective violence prevention strategies?

Curriculum design using Center for Civic Education materials and methodology

Since 1964, the Center through its various programs and curricula has been involved in reinforcing social norms of justice, responsibility, and respect for authority and the law. The Center has produced K-12 curricula for civics and government as well as the *National Standards for Civics and Government*. A complete list of Center curricular programs is in Appendix A. The **School Violence Prevention Demonstration Program** used the following curricula as basal study materials.

We the People... The Citizen and the Constitution is a program that teaches essential concepts and fundamental values of the United States Constitution and the Bill of Rights. The curriculum is available at three grade or skill levels. Critical-thinking exercises, problem-solving activities, and cooperative-learning techniques help develop the participatory skills necessary for students to become active responsible citizens. The program's culminating activity is a simulated congressional hearing wherein students who work in cooperative teams are given the opportunity to demonstrate their knowledge while they evaluate, take, and defend positions on relevant historical and contemporary issues before panels of knowledgeable judges from the school or community.

We the People... Project Citizen promotes competent and responsible participation in state and local government. It actively engages young people in learning how to monitor and influence public policy. Students identify and study a public policy issue; they work in groups and undertake specific tasks related to the issue. They then create a portfolio displaying each group's work and offering a solution and implementation plan. The portfolios are then displayed with a verbal presentation before panels of knowledgeable judges from the school or community.

Both **We the People... The Citizen and the Constitution's** simulated congressional hearing and **Project Citizen's** problem-solving portfolio focus on performance-based learning outcomes. These culminating activities promote social cooperation and positive group membership and are key to gaining positive shifts two target areas: attitudes toward social inclusion and tolerance for the ideas of others.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice is a multidisciplinary curriculum that focuses on four concepts fundamental to an understanding of politics and government. The Authority curriculum is essential to successful program implementation as it offers a philosophical framework for students who are unclear as to the need for government and rule of law in their daily lives. Students are taught to evaluate, take, and defend positions on issues relevant to the concept. Authority helps students distinguish between authority and power; understand sources of authority; use reasonable criteria to select people for positions of authority and to evaluate rules and laws.

Justice helps students consider fair distribution of the benefits and burdens of society; fair responses to remedy wrongs and injuries; and fair practices for gathering information and making decisions. Privacy helps students understand the importance of privacy in a free society. Responsibility helps students understand the importance of personal and social responsibility in a free society.

Research design

From 1995 through 1997, the Center in conjunction with the Constitutional Rights Foundation conducted a project in Bell Gardens Middle School in Bell Gardens, California. The research design for the Center's **School Violence Prevention Demonstration Program** is patterned after the Bell Gardens project. The Bell Gardens project, funded by the United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention, attempted "to assess whether citizenship and law-related instruction, when properly implemented, can reduce certain types of violent and at-risk behavior in upper elementary and middle school students." The project demonstrated great promise.

The **School Violence Prevention Demonstration Program** is employing a quasi-experimental design with control groups, pretests, and posttests on knowledge and attitudes. Control groups receive their districts' regular social studies or history classes integrated with civics components. Both quantitative and qualitative measures are being used to determine the effect of the program during the course of the school year. Qualitative measures are assessed through focus groups, teacher questionnaires, and interviews of students and parents. The program was implemented in grades six through eight in large urban public school districts.

Identification of target school districts

Since 1987, the Center has implemented programs in civic education in every congressional district in the United States. The Center's reputation and extensive network of professional teachers and education experts who volunteer as coordinators and teacher trainers made it possible to undertake the **School Violence Prevention Demonstration Program** in seven major school districts during its first year. The selection of these school districts was based on the availability of local individuals with knowledge of and familiarity with Center curricular programs.

Tables 1 and 2 describe the demographic data for each school district chosen for the study.

Table 1. Data for school districts selected to participate in year one of the program

District	Number of Schools and Centers	Number of Teachers Employed	District Enrollment	District Operating Budget (millions)	Spending per Pupil
Denver	120	4,680	68,893	$393	$5,702
Jefferson County	144	N/A	89,000	$434	$4,899
Los Angeles	930	36,170	913,119	$7,454	$8,163
New York City	1,145	75,209	1,093,071	$9,700	$8,330
CSD 23 (Brooklyn)	17	775	13,224	N/A	N/A
CSD 30 (Queens)	28	1,686	27,112	N/A	N/A
Philadelphia	240	10,595	192,284	$1,436	$6,720
Wake County	115	5,950	94,850	$599	$6,318

Source: *Websites of 1999-2000 SVPDP participating school districts.*

Table 2. Ethnicity of student population in participating school districts

	Percentage of District Enrollment					
District	White	Hispanic	African American	Asian/Pacific Islander	Native American	Other
Denver	23.4	51.1	20.8	3.4	1.3	N/A
Jefferson County	84.6	10.3	1.3	3.1	0.8	N/A
Los Angeles	10.5	69.1	13.6	6.6	0.3	N/A
New York City	15.5	37.7	35.7	10.8	N/A	0.3
CSD 23 (Brooklyn)	0.4	15.0	83.1	N/A	N/A	1.1
CSD 30 (Queens)	15.6	50.1	13.2	21.1	N/A	N/A
Philadelphia	20.0	11.0	64.0	5.0	N/A	N/A
Wake County	64.0	N/A	27.0	N/A	N/A	9.0

Source: *Websites of 1999-2000 SVPDP participating school districts*

Note: *Percentages for a district may not add to 100 because of rounding*

Staffing

Staff for the program included a program director and administrative assistant, seven site coordinators, seven site evaluators, and one statistician.

Program Director Dr. Louis Rosen, a retired high school principal, is employed by the Center. Dr. Rosen has written several texts and articles dealing with school discipline and violence prevention including the original editions of the Center's Exercises in Participation series, which address issues of drugs and violence faced by middle school students. He is also former Center project director for the Office of Juvenile Justice and Delinquency Prevention/Youth for Justice and Drugs in the Schools: Preventing Substance Abuse programs.

Since the Center could not provide staff for each site, it was decided to rely on the strength of local site coordinators. For that reason, proven and experienced administrators were chosen.

Site coordinators

The efforts of local site coordinators proved to be crucial to the program. Their commitment was a primary factor of success. Each site coordinator was offered a stipend for time spent on Saturdays, during the summer, and after and before normal school hours to administer the program. Their experience and current positions are listed in Table 3.

Table 3. Site coordinators' positions and prior experience with Center curricula

Coordinator and District	Current Position and Prior Experience with Center Curricula
Nicole Williams, Brooklyn	Title I Facilitator, Office of Comprehensive Planning and School Improvement, New York City Board of Education. She has had a working relationship with the Center for more than eight years, including service as a national and an international consultant.
Loyal Darr, Denver	Faculty, University of Denver, and Former District Social Studies Coordinator, Denver Public Schools. He serves as a Center congressional district coordinator; helps coordinate the Center's We the People... competitions in Denver and has used Center materials in the classroom.
Brian Loney, Jefferson County	Project Coordinator, Social Studies Curriculum Resource Staff, Jefferson County Public Schools. He is a former Center congressional district coordinator and trainer.
Elaine Craig Segal, Los Angeles	Education Consultant, Evaluation Strategies, a private consulting firm in Los Angeles. She is the Center's former director of research and evaluation and We the People... program director.
Roberta West, Philadelphia	Program Director, Law, Education, and Participation (LEAP) Programs, Temple University School of Law. She is a Center trainer of teacher trainers.
Melvin Garrison, Philadelphia	Social Studies Coordinator, Office of Curriculum Support, School District of Philadelphia. He has been the Center's We the People... congressional district coordinator for

	many years. Mr. Garrison assumed many responsibilities of site coordinators in other districts as the need arose.
Debra Lesser, Queens	Executive Director, Justice Resource Center, a not-for-profit law and civic education organization based at Martin Luther King High School in Manhattan. She coordinates the Center's We the People... competitions for New York City schools, has served as a Center congressional district coordinator, and has taught Center curricula at the high school level.
Carleen Wray, Wake County	Assistant Director, Center for the Prevention of School Violence, Raleigh, North Carolina. She has substantial experience presenting Center teacher-training sessions.

Sources: *Interviews by LBJ School researchers with SVPDP site coordinators during visits to the demonstration districts, November and December 1999; statements by the SVPDP site coordinators at a planning meeting, Center for Civic Education, Calabasas, California, October 15-16, 1999.*

Site evaluators

A local evaluator was hired for each site to administer tests and for classroom observations. The evaluator conducted focus groups of teachers and, whenever possible, students and parents.

External program evaluators from the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin

Graduate students at the Lyndon B. Johnson School of Public Affairs served as extended staff for the project and provided invaluable assistance. Professor Kenneth Tolo lent his experience with Center programs as well as knowledge of educational program development to the study. The students produced both a midwinter progress report and an overall external evaluation report. The report is available from the Center and might prove useful to school districts or researchers who wish to replicate the **School Violence Prevention Demonstration Program**. Angela Hernandez, a member of the class and summer intern at the Center, contributed to writing the final evaluation and summarizing the data.

The graduate students were assigned to each site in teams:

Brooklyn: Concetta Anne Bencivenga, Samantha Wallack, Angela M. Hernandez
Denver: Wesley Wilson, Susan E. Woda
Jefferson County: Susan B. Vermeer, Elizabeth Ann Witt
Los Angeles: Tinh T. Nguyen, Delia Perez
Philadelphia: Susan M. Kolar, Renee L. Nogales
Queens: Jeffrey J. Goveia, Eva Marie Stahl
Wake County: Benjamin C. Crawford, Kristopher N. Mack, Emily Anna Roth

Statistician

Dr. Mahtash Esfandiari, an experienced educational researcher in both the United States and Iran, did the statistical analyses. She is a faculty member in the Statistics Department at the University of California at Los Angeles. Dr. Esfandiari was also the evaluator of the Bell Gardens project.

Teacher selection

Site coordinators were asked to select only teachers who had both interest and experience in teaching civics and government. In one case, however, the principal required all eighth-grade teachers to participate even if they had no interest in the program. Although the majority of teachers recruited were competent and enthusiastic, most did not have experience teaching rigorous, demanding curricular programs with interactive methodologies. Teacher shortages in large urban school districts turned out to be a challenge to program administrators, site coordinators, and evaluators as the year progressed. In addition, some situations made program implementation more difficult than anticipated. A few classes were not appropriate in terms of subject matter or curricular fit.

Despite these challenges evaluations revealed that the program had positive outcomes on teacher effectiveness and knowledge in these sites.

Table 4 displays the results of a survey question regarding the subject area preparation of teachers involved in the program.

Table 4. Participating teachers' preparation for teaching social studies.

District	Primary Postsecondary Subjects of Study
Brooklyn	Education (5), History (3), Psychology (2), Political Science, Law, Environmental Science
Denver	History (4), Social Studies (2), Elementary Education (2), Computer Education (2), Language Arts, Physical Education
Jefferson County	Elementary Education (5), Curriculum/Instruction (4), Technology (3), Music (2), Humanities (2), Psychology (2), Theater, Child Development, Child Psychology, Statistics, Social Studies, Reading, Human Development, English
Los Angeles	History (8), Social Studies (2), Education (2), Political Science (2), Speech Communications, Psychology, Liberal Studies, Anthropology, Sociology, Music, Counseling, English
Philadelphia	Social Studies (3), Elementary Education (3), History, Special Education, Reading, Psychology, Communications, Education, Multicultural Education

Queens	Social Studies (5), Bilingual Education (4), History (2), Administration (2), English (2), Law, Government, Science, Guidance, Elementary Education, Sociology, International Finance, Instructional Technology
Wake County	Social Studies (2), History

Source: *LBJ School SVPDP Questionnaire for Teachers, November 1999.*
Note: *The numbers in parentheses indicate the number of responses for each primary subject of study.*

The program helped many teachers with limited exposure to civics and government by providing training in the subject. Participating teachers responded to a survey question regarding their background in civics. The results are indicated on Table 5.

Table 5. Participating teachers' background in civic education.

	Number of Teacher Responses	
District	Background in Civics Courses, Civic Participation, Civic Education, etc.	No Background in Civics Courses. Civic Participation, Civic Education. etc.
Brooklyn	4	4
Denver	3	4
Jefferson County	8	8
Los Angeles	7	8
Philadelphia	2	9
Queens	5	9
Wake County	2	0
All Districts	31	42

Source: *LBJ School SVPDP Questionnaire for Teachers, November 1999.*

One of the greatest challenges teachers identified was curriculum integration. State and district curricular requirements did not always blend well with the program curriculum. Administrators and teachers showed unusual creativity in attempting to integrate the program in a wide variety of courses. Table 6 illustrates the range of courses in which the program was implemented.

Table 6. Courses in which the program was integrated.

District	Course title
Brooklyn	Social Studies (7), History (2), Math (2), Reading (2), Language Arts (2), Global Studies, Science
Denver	American History (5), Social Studies (3), Gifted and Talented, Language Arts, Gifted Reading, Leadership, Reading Enrichment
Jefferson County	Elementary Education (9), Social Studies (7), Reading (6), Writing (5), Math (5), Science (3), Language Arts (2), Spelling (2), Listening
Los Angeles	American History (10), Social Studies (5), English (3), Language Arts (2), Reading, English as a Second Language, Ancient History
Philadelphia	Social Studies (7), Reading (3), American History (2), Math (2), Science (2), English (2), World Geography (2), American Government
Queens	Social Studies (11), Math (2), Science (2), English as a Second Language, English, Spanish, Arts, Spanish Literature
Wake County	U.S. and North Carolina History (8)

Source: *LBJ School SVPDP Questionnaire for Teachers, November 1999.*
Note: *For each district, the numbers in parentheses indicate the numbers of responses for those subjects. The number of subjects taught at each SVPDP site does not equal the number of SVPDP teachers because some participants teach in more than one subject area.*

Challenges sometimes emerged from attempts to integrate the program at grade levels other than the eighth grade, as recommended in the Center's program design. Table 7 indicates deviation from the program design.

Table 7. Grade levels of participating classes

	Number of Teacher Responses			
District	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Brooklyn	0	1	6	3
Denver	0	1	1	7
Jefferson County	6	15	0	0
Los Angeles	0		1	14
Philadelphia	0	0	1	10
Queens	0	1	5	9
Wake County	0	0	0	8
All Districts	6	18	14	51

Source: *LBJ School SVPDP Questionnaire for Teachers, November 1999.*
Note: *Five Jefferson County teachers conduct classes composed of fifth and sixth graders.*

Teacher stipends, substitute pay and training sessions

Each site coordinator identified a minimum of ten middle or elementary school teachers willing to participate in the program. Participants were offered free Center curricular materials for each of their civics and government classes, a stipend of $500 to administer the program, and six to eight days of teacher professional development throughout the school year. Teachers received a stipend of $150 for each day of training held on a Saturday; participating school districts received the cost of substitute-teacher pay for trainings on school days. In addition, school districts received $10,000 to pay for site coordinator expenses and administrative costs of the program.

Meetings were held at each site with local administrators. Contracts were signed between participating school districts and the Center for Civic Education stating agreed terms for costs, materials, and responsibilities. A sample contract is Appendix B.

Research instruments

Two instruments were used in the quantitative portion of the research and two measures were used for the qualitative portion. The tests that measure knowledge acquisition are in Appendix C. Those that measure attitudinal shifts are in Appendix D. Jefferson County directed their program at grades five and six. All other districts directed the program at grades seven and eight.

Knowledge tests. The "We the People… Test on the Principles of the United States Constitution" for elementary and middle school levels were used to measure cognitive knowledge gains. At the elementary level the test consists of 30 multiple-choice items; at the middle school level the test consists of 50 multiple-choice items.

Attitudinal survey. Most school districts refuse to release information on truancy, fighting, disciplinary referrals, or other behavior data to protect the privacy of their students. It was, therefore, impossible to determine the effect of the program on behavior.

An attitudinal survey using opinion-type questions, identified by researchers as indicators of possible violent behavior, was developed as an alternative. Four areas closely related to the at-risk attitudes cited in violence-prevention research included respect for authority and the law, inclusion for all people in the social and political process, tolerance for the ideas of others, and a developed sense of civic responsibility.

Shifts in attitudes that resulted from the prevention strategy were determined by using indicator items and a five-point Likert Scale. The Center worked closely with Dr. William La Fitte, professor of evaluation studies at Pepperdine University, California. Dr. La Fitte made use of a survey developed by Dr. Ken Rigby at the University of Southern Australia titled "The Children's Attitude to Institutional Authority Scale," and a second survey titled the "Multidimensional Scale of Perceived Social Support," which contained a few relevant items. The Bell Gardens project of 1995-97 also had several items that applied.

Finally, a 90-item survey was developed. Scores for each item ranged from one to five with high numbers indicating strong agreement and low numbers indicating strong disagreement.

The first version of the test was administered to 42 seventh- and eighth-grade students at Bell Gardens Intermediate School. The students evaluated each item and the test was reduced to 42 items including four open-ended questions. The Attitudinal Survey is included as Appendix D.

A test-retest evaluation was conducted in Mulholland Middle School in Los Angeles. The test was given to 59 middle school students during a four-week period. The test-retest reliability coefficient was 0.71 indicating that the test was relatively stable and students' responses to the attitudinal survey were consistent on the two administrations of the test. The split-half reliability was 0.80 indicating that the items adequately measured the concepts. Test reliability indicates the extent to which individual differences in test scores are attributable to chance errors of measurement such as indiscriminate guessing or putting scores down without due consideration. The reliability measures indicated that that the test worked as a measurement tool and the students took the test seriously.

After reliability was established the test was administered to 4,184 middle and upper elementary students in seven school districts during the months of September and October 1999. The test was given to 2,774 students in experimental groups who were to participate in the prevention instruction strategy and 1,412 students in control groups who were not.

A detailed item analysis was carried out on the attitude scores for 1,765 experimental and control subjects at the end of the program. The correlation of each of the 42 items was computed with the total score for both the control and the experimental groups. The correlation was higher than 0.30 on 39 items indicating that the items worked in the same direction as the overall test. Detailed results are presented in Appendix E.

As the program is ongoing, the attitudinal scale is being examined and modified. During the summer of 2000 some items were removed that did not adequately measure the concept under study. The items that had negative correlation with the overall score and others that appeared confusing will be eliminated and the scale reduced to a 30-point scale. Further study of the scale will be made during the 2000-2001 school year to make the scale as effective as possible.

Qualitative measures. Qualitative measures included the use of teacher focus groups and teacher questionnaires. Teacher focus groups were conducted at all seven sites. The focus group questions and a summary of the results are listed in Appendix F.

Of the questionnaires mailed to each of the 79 teacher participants, 68 were returned to the Center. A summary of some of the most important results are listed on Table 8. The complete questionnaire is included as Appendix G.

Table 8. Results of the year-end teacher questionnaire

- 78 % of the teachers indicated they provided more than 40 hours of instruction in the program, 62% indicated they spent over 50 hours.
- 64% of the teachers indicated that the program fit well with the regular curriculum.
- 97% of the teachers indicated that the teacher training provided during the year helped them implement the program.

- 94% of the teachers indicated that the program fit with district standards and civics and government scope and sequence.
- 82% of the teachers indicated that the program increased their knowledge of the Constitution and the Bill of Rights.
- 76% of the teachers indicated that the program helped them teach literacy skills.

Quantitative data: statistical results of the program. All the students involved in the program were tested; these test data are available from the Center. However, because of the size of the program and the extensive amount of data from seven sites and more than 6,000 students, the sample was limited to those students whose instruction adhered to the program as it was designed. The fully implemented program as designed includes the **Authority: Foundations of Democracy** curriculum, **We the People...** curriculum and simulated congressional hearing, **Project Citizen** curriculum including the portfolio. Statistical tables and results are included in Appendix I.

The quantitative test data were divided into two categories:

1. **Knowledge gains** measured by the "We the People... Test on the History and Principles of the United States Constitution." Test is included as Appendix C.

2. **Attitudinal changes** measured by the "Test of Attitude Toward Civic Education Topics." The test was preliminarily divided into four clusters of items that measured student attitudes toward civic responsibility, authority and the law, social inclusion, and tolerance for the ideas of others. Clusters included items 5, 7, 9, 11, 13, 16, 17, 18, 20, 22, 25, 26, 29, 30, 31, 34, 36, and 38 for authority and the law; 1, 4, 8, 12, 15, 16, 21, and 24 for civic responsibility; 2, 3, 6, 10, 14, 19, 25, 28, 32, and 35 for tolerance for the ideas of others; and 3, 7, 8, 15, 27, 33, and 37 for social inclusion. The complete attitudinal scale is in Appendix D.

Program implementation

Site coordinators and site evaluators conducted a series of classroom observations to identify those teachers who were committed to implementing the entire program. Due to a number of factors including tracking problems, inappropriate grade level, and lack of sufficient class time, it became obvious by midpoint that some teachers were not going to be able to implement the program as it was designed.

All teachers were observed from one to three times by either the site coordinator or the site evaluator. The form used in those observations is included as Appendix H. Twenty-one high implementation teachers were identified. Test data from students of these designated teachers were used as the experimental student sample. All test data from the control groups are compared with that from high implementation classes.

It is important to note that control and experimental group assignments were not based on assumptions as to the teaching abilities of teachers. Nor was it assumed that the control group students were of higher or lower ability than experimental group students. The experimental and control groups at each site were matched with respect to socioeconomic status, grade level, and student academic achievement level.

One objective of the program was to determine if high quality civic education instruction would have an effect on students' knowledge and attitudes when compared with a control group. The knowledge areas are the U.S. Constitution and Bill of Rights, and the four attitudinal areas are respect for authority and the law, social inclusion, civic responsibility, and tolerance for the ideas of others. The research addressed the question of whether teachers who implemented the program as designed, i.e., high implementation teachers, would have significant results.

It was presumed that experimental group teachers who did not implement the program as it was designed would not have significant results.

Number of students in high-implementation experimental groups and control groups

Students of high-implementation experimental group teachers and control group students numbered as follows:

	Experimental	Control
Brooklyn	116	100
Denver	317	149
Jefferson County	72	104
Los Angeles	90	24
Philadelphia	144	49
Queens	204	72
Wake County	258	66

The total number of experimental student scores used in the statistical analysis was 1,201. The total number of control group scores used was 564. In Los Angeles Unified it was impossible to find a control group on the same track as the experimental group. Therefore, it was decided to examine Los Angeles Unified student gains solely within the experimental group. Jefferson County was the only district that conducted the program at the elementary level. The other six districts conducted the program at the middle school level.

Statistical methods

Each district's experimental and control groups were pretested and posttested on their knowledge of the history and principles of the United States Constitution and in the four student attitude areas. The knowledge test consisted of 50 multiple-choice items with one correct answer for middle school students, 30 items for the elementary students. The attitude test consisted of 38 attitudinal questions based on a five-point agree-disagree Likert Scale.

The statistical measure analysis of covariance (ANCOVA) was used to control for the preexisting differences between the control and the experimental groups on the knowledge test and the attitudinal survey. Group and gender were used as independent variables, pretest scores were used as covariates, and posttest scores were used as dependent variables.

Conclusions of the Study and Implications for the Second Year

The **School Violence Prevention Demonstration Program** was conducted in 54 schools in seven large school districts in the United States during a nine-month period. Eighty-one teachers received from 6-8 days of professional training. The first phase of the program was completed within one school year.

Research included the gathering of both quantitative and qualitative data. Quantitative data included statistical results gathered from pre- and posttests of knowledge of the Constitution and Bill of Rights and an attitudinal survey. Qualitative data included the results of focus groups in each of seven sites, teacher questionnaires, and classroom observations. Both the knowledge test and the attitudinal survey were administered to middle and upper elementary students during the months of September and October 1999 and again in May and June of 2000. The tests were given to 4,184 experimental group students who participated in the instructional strategy and 1,765 students in control groups who did not receive the instruction. Analysis of covariance (ANCOVA) was used as a statistical tool to control for preexisting differences between the control and experimental groups.

The attitudinal test measured four target areas of violence prevention. Those areas were respect for authority and the law, tolerance for the ideas of others, inclusion of all people in the social and political process, and a demonstrated sense of civic responsibility.

An extraordinary amount of data was collected, with all the sites except one submitting the necessary information. The focus of the statistical results was on those teachers who did not deviate from the curriculum as it was designed by the Center. The Denver and Queens sites adhered most closely to the curriculum and exhibited the greatest positive shifts in the attitudes measured.

Findings

- There were statistically significant gains in knowledge of the Constitution and the Bill of Rights in all seven sites.
- There were statistically significant positive shifts in attitudes toward police and authority figures in six of the seven districts.
- There were statistically significant gains between the experimental and control groups in students' sense of civic responsibility in Queens and Denver.
- There were statistically significant gains in tolerance for the ideas of others and inclusion for all people in the political and social process in Queens and Denver.
- Queens also had a statistically significant positive shift in relation to authority and the law.

Qualitative information was gathered using focus groups, classroom observations, and teacher questionnaires. Qualitative data were very positive. There was clear improvement in teacher morale and confidence in teaching about the Constitution and the Bill of Rights in all seven districts. Teachers appreciated and enjoyed receiving high quality social studies textbooks in sufficient quantity; receiving professional development in an important area of their responsibility; meeting with teachers from other schools and other districts; and learning new teaching strategies. The teachers indicated they gained appreciation for the power of performance-based assessment strategies. They also improved their knowledge of the Constitution and the Bill of Rights. New teachers acquired skills and experienced teachers indicated they felt renewed by their participation in the program. Teachers also indicated that their students demonstrated greater interest in civics, government, and social studies as a result of the program.

Recommendations

Continuing the program for a second year. Continuing the program for a second year in the same school districts would be both beneficial to the districts and to the research study. Six of the seven districts have indicated their wish to not only continue but to expand the program. Jefferson County plans to expand to the program to its elementary and middle schools during the next several years. Denver and Philadelphia Public Schools indicate plans to expand the program to each of its middle schools. Brooklyn District 23 plans to conduct the program with primary school children using the primary-level Center materials. Expansion in these district creates excellent opportunities to study the long term effects of the program.

Improvement of test instruments. The detailed test item analysis of the attitudinal survey indicated that several items had a negative correlation with the overall score. Those items were not working in the overall direction of the test in terms of positive and negative item pairs. Those items will be removed from the test. Examination and analysis of test items in both the knowledge test and the attitudinal survey should be continued the second year. Test instruments suitable for the primary and elementary students must be designed, field tested, and administered.

Improvement of control group size. Increasing the number of students in the control groups so that they equate more equally to the numbers in the experimental groups is necessary. This may be difficult in small rural schools where the program participants include all the teachers of a school or district at a given grade level. Adjoining school districts or schools may have a population that does not match the target schools in significant factors. Every effort will be made to overcome these obstacles.

Professional development. A particularly positive impact of the program has been on staff development. Focus groups and teacher questionnaires indicated positive effects teacher knowledge of the Constitution and the Bill of Rights, civics, and government. Teacher knowledge and enthusiasm for interactive and performance-based assessment teaching strategies were also a result of the first-year pilot study.

Results of initial survey and need for further research. The impact of the program on the attitude of respect toward the police and the law requires a more in-depth study. The Attitudinal Survey indicated especially strong statistical results on the influence of civic knowledge and teaching strategies on student attitude in this area. It is unclear why this occurred in one attitude and to a lesser degree in others.

Further study should also examine more closely why Queens and Denver had such positive results. If replication of their pattern of instruction in other districts leads to similar results, first year assumptions as to why the success occurred would be reinforced.

Phase two of the research study. Six of the seven school districts will continue the program for phase two. The program will be expanded in each of those districts. There will be more than double the number of teachers and school participants in phase two. New sites will be added in the following districts: rural areas of Alaska with large Haida and Tlingit populations – Hoonah and Sitka; the Archdioceses of Chicago and Washington, D.C.; and Native American reservations: Choctaw – Mississippi, Lakota Sioux – South Dakota, Ojibwe – Wisconsin.

Seven Case Studies

The differences among the needs and construct of the seven school districts were so great that it was decided to describe the results of each site separately. Test scores do not tell the whole story in terms of what was accomplished at each site during the first-year pilot of the program. A description of each district, what they accomplished, and a test score summary are on the following pages.

Community School District 23–Brooklyn, New York City

Community School District 23 in Brooklyn, New York, is a large urban school district. Schools are located primarily in the Oceanhill-Brownsville area. The district is in a high poverty area with many housing projects. The district's students are 83.1 percent African American, 15 percent Hispanic, 1 percent other ethnicities, and .4 percent white. Eighty-eight percent of the students in the district are on a free or reduced-price lunch program based on limited parent income. Community School District 23 consists of 17 schools and centers, which employ 775 teachers and a student enrollment of 13,224 students.

Seven teachers and one social studies specialist in four middle schools implemented the Center for Civic Education's School Violence Prevention Demonstration Program. The average teaching experience was 11 years. The middle schools in the program were: I.S. 55 Oceanhill-Brownsville Secondary School; I.S. 298 Dr. Betty Shabazz School; I.S. 275 Henry H. Garnet School for Success; and I.S. 284 Lew Wallace School. Oceanhill-Brownsville is a collaborative effort between District 23 and the Brooklyn High School Superintendency and will eventually expand from grades 6-10 to grades 6-12. The Betty Shabazz School is a progressive PreK-8th grade school. The Lew Wallace School is a math, science, and technology school. The district has a large percentage of students reading below grade level, which is not unusual for a school located in a high poverty area. All four schools serve as islands of safety for children in a high crime area.

The site coordinator, a full-time district employee at the New York City Board of Education Chancellor's Office, worked closely with a district administrator in implementing the program. Two teachers in the district with special interest in the Center's School Violence Prevention Demonstration Program volunteered to write a curriculum integration plan for the Center's curricula and New York State and city standards. The framework provided by the two teachers was invaluable to the other participating teachers.

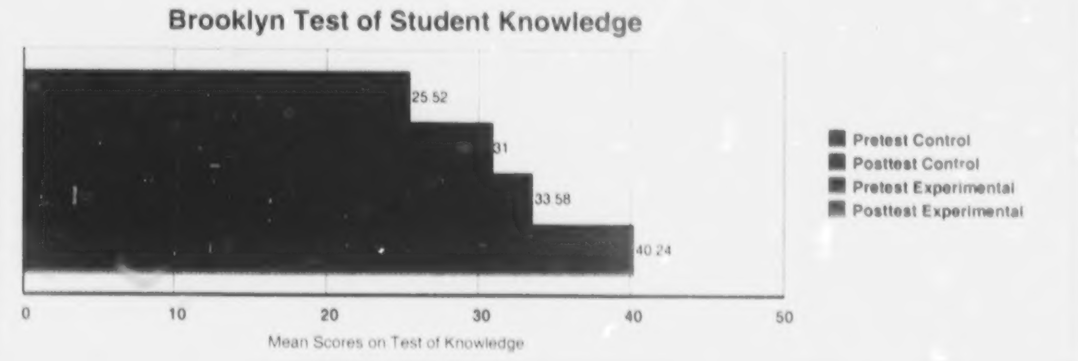
Some teachers began using the program at the beginning of the school year while others waited until the program fit more appropriately with standard curriculum. Teachers also used the materials as reading texts as well as social studies texts. Due to low reading levels of many students, some teachers used the elementary rather than the middle school materials

Overall, the seven teachers taught the program as it was designed by the Center. Most conducted the culminating activity of the **We the People... The Citizen and the Constitution** program in their classrooms rather than as a public event. Teachers were appreciative of the training opportunities as well as the free textbooks. They appreciated the professional manner in which they were treated by both the site coordinator and Center staff. The teachers were a lively, interesting, and enthusiastic group who seemed to have gained a great deal from the experience.

Statistical results of the program in Community School District 23 – Brooklyn

A summary of the statistical results of the knowledge data for Community School District 23 – Brooklyn is below the table. Specific results of the attitudinal survey are available in Appendix I.

Table 9 – Test of Knowledge



Comments: *Both the experimental (t=5.38, P=.000) and the control groups (t=4.61, P=.000) demonstrated an increase in knowledge. The experimental group scored slightly higher than the control group. The ANCOVA results were similar. The results of the experimental group were statistically significant at the .001 level.*

Selected results for specific questions

Attitudinal Survey results indicate no statistical difference between the experimental and control groups during the first-pilot year. By isolating those attitudinal questions relating to the police, the law, and elected officials, it was possible to determine whether the program had any effect on change of attitude in authority-related areas. Specific selected results for questions related to authority and the law are given below.

Question 9. ***The law generally treats people fairly.*** The percentage of students who agreed or agreed strongly increased by 2% in both groups.

Question 11. ***I sometimes do things against the law in order to keep my friends.*** The percentage of students who agreed or strongly agreed decreased 0.7% in the experimental group and 2.7% in the control group.

Question 13. ***The police are out to get you.*** The percentage of students who disagreed or strongly disagreed decreased 8.4% in the experimental group and 6.4% in the control group.

Question 26. ***Elected leaders are usually out for themselves; they are not interested in what is best for most citizens.*** The percentage of students who disagreed or strongly disagreed increased 2.6% in the experimental group and decreased 5.5% in the control group.

Conclusions for Brooklyn

The results of the data showed little difference in terms of knowledge gain or attitudinal shift between the experimental group and the control group in any of the areas measured. The lack of results in the attitudinal areas may have been due to delays in getting the program started in Brooklyn.

The positive outcome in Brooklyn District 23 is the success in terms of teacher training and enthusiasm. The site coordinator is also a teacher trainer for the Center for Civic Education and was helpful in the overall effectiveness of the teacher training aspects of the program. Participating teachers responded well once they were familiar with the program and what it was trying to accomplish.

The biggest problem in Brooklyn District 23 according to the teachers was the lack of time to spend on the program. The emphasis on teaching literacy skills in the district may have limited the amount of effort and time teachers were able to devote to the program. The teachers did a good job on **Project Citizen** but did not appropriately implement the **We the People...** culminating activity. Therefore, despite strong training, the lack of time to properly conduct the program affected its success. The degree of enthusiasm and positive attitude the program helped develop in participating teachers, however, is immeasurable. Focus group comments testify that teachers learned how to use a more interactive approach to teaching social studies and that the program gave teachers the tools to make civics and government and respect for the law come alive for students.

It is hoped that by using the first-year pilot teachers as mentors the second-year phase of the program will produce more efficient teachers. The progress that teachers made during the first year in curriculum integration needs another year of development.

It should be noted that in the opinion of the Center, there is a vital need for innovative and meaningful social studies programs in school districts such as Brooklyn District 23. Programs such as the **School Violence Prevention Demonstration Program** provide important positive reinforcement and encouragement for a school district that often lacks supplies, trained teachers and opportunities for staff development. The importance and the contribution of the program must be measured by more than test scores.

Denver Public Schools

The Denver Public School District serves the entire city of Denver, as well as some peripheral areas. Some out-of-district students also choose to attend schools in the Denver district. Enrollment is 68,893 students in 81 elementary schools (grades K-5), 18 middle schools (grades 6-8) and 12 high schools (grades 9-12). There are also nine alternative schools. Approximately 80 percent of the students of the district receive free or cost-reduced lunches due to the income level of their parents. Twenty-one percent of district students are bilingual having acquired English as a second language. Students generally score slightly lower than the state average on standardized tests.

Six middle schools out of a possible 18 and 8 teachers participated in the first-year pilot program of the School Violence Prevention Demonstration Program. Those schools are Baker, Cole, Henry, Horace Mann, Skinner and Smiley Middle Schools. There is great socio-economic diversity among Denver students.

Horace Mann Middle School is located in the northwestern part of the city of Denver and is adjacent to a large low-income housing project. There is a high teacher turnover rate at Horace Mann where 90 percent of students are Hispanic. Henry Middle School is located in the southwestern corner of Denver and draws students from middle income, two working-parent families. Teacher tenure at Henry Middle School is fairly stable. Forty-one percent of the students at Henry Middle School are Hispanic, while Smiley Middle School has a seventy-five percent African American student population.

The site coordinator for the program in Denver is the former director of social studies for the district and is currently a director of teacher training at the University of Denver. Both his past and present positions gave him access to schools and teachers in Denver Public Schools. His frequent classroom visits may have been partially responsible for the success of the program. The site coordinator plans to have at least one teacher from each middle school in the district participate in the program by the end of the second year. The current director of social studies for Denver Public Schools has expressed strong support for the School Violence Prevention Demonstration Program.

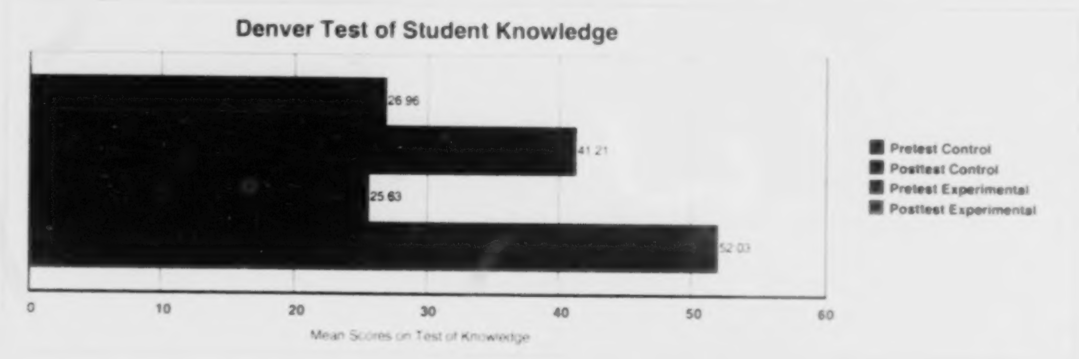
The implementation of the program in Denver closely followed the Center's recommendations. High school students participated as judges, along with parents, business leaders and interested members of the community. Representatives from two newspapers and two television stations attended the events. More than 700 students participated in the two-day presentation and a member of Congress handed out awards. Only one teacher failed to have students participate in the **We the People...** culminating activity and the **Project Citizen** portfolio presentation.

Special efforts were made by the teacher participants and the site coordinator to integrate the program into the regular social studies curriculum. Denver was the first district to develop a teacher's handbook for School Violence Prevention Demonstration Program.

Statistical results of the program in Denver Public School District

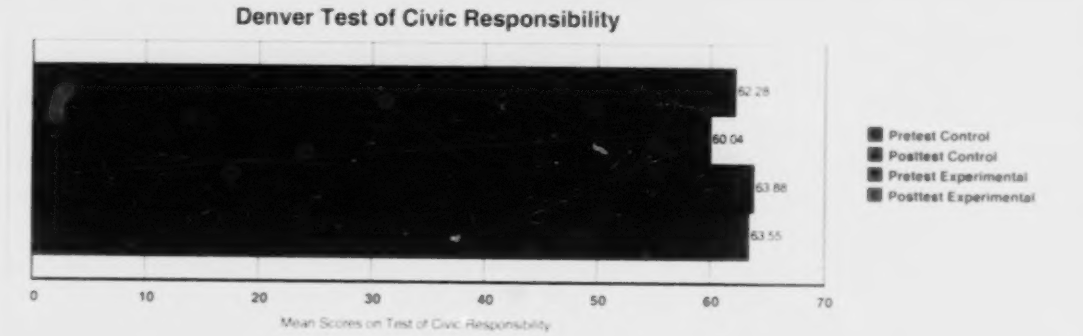
A summary of statistical results of the data for the Denver Public Schools is below each table. Specific results of the attitudinal survey are available in Appendix I.

Table 10 – Test of Knowledge



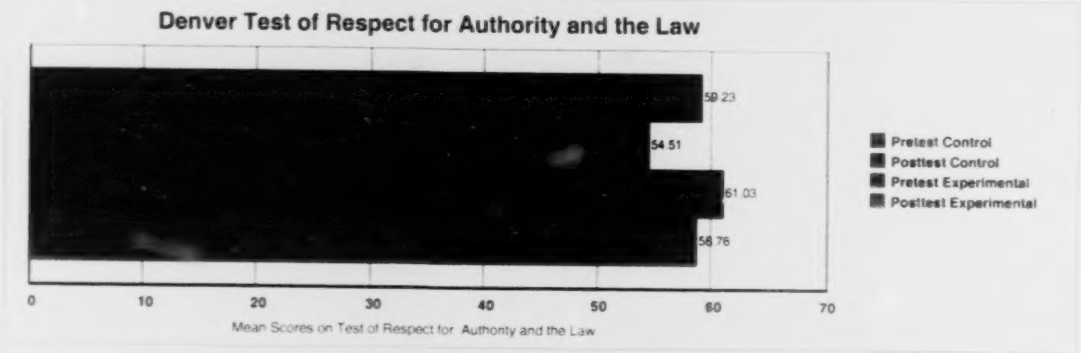
Comments: *A paired sample t-test indicated that both the experimental (t = 14.79, P = 0.000) and the control group (t = 13.16, P = 0.000) exhibited significant gain with respect to the knowledge of the U.S. Constitution. However, this gain was almost twice as large for the experimental group (gain of 26.88% vs. 14.25%). Boys demonstrated higher test scores on knowledge than girls. ANCOVA results were statistically significant at the 0.000 level.*

Table 11 – Test of Attitude Toward Civic Responsibility



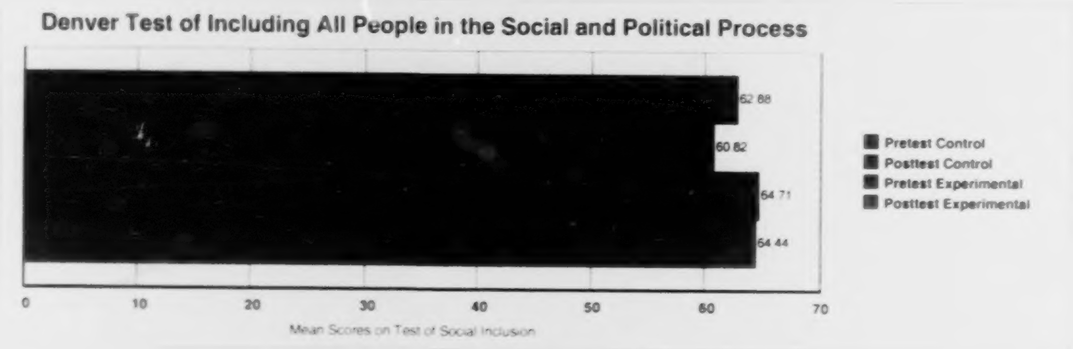
Comments: *Although there was little change in student attitude toward civic responsibility, the fact that the control group's attitude had a negative shift made the difference significant (t= 2.56, P=.011); experimental group (t=.656, P=.011). Girls demonstrated a more positive attitude toward civic responsibility than boys (3.8% higher). ANCOVA results showed that the difference is significant at the .023 level.*

Table 12 – Test of Attitude Toward Authority and the Law



Comments: *Positive attitudes toward authority had a negative shift for both the experimental and control groups. Community police problems may have affected test scores. ANCOVA results were similar, but since the control group results (t=5.116, P=.000) went down more than those of the experimental group the results for the experimental group (t=2.725, P=.007) were statistically significant at the 0.007 level.*

Table 13 – Test of Attitude Toward Including All People in the Social and Political Process



Comments: *No attitudinal shift in the experimental group (t=1.543, P=.063) while the control group had a negative shift (t=2.03, P=.043) which made the difference statistically significant. Girls scored 6.3% higher than boys on social inclusion. ANCOVA results approached significance at the .063 level.*

Selected results for specific questions

Question 9. ***The law generally treats people fairly.*** The percentage of the students in the experimental program who agreed or strongly agreed decreased 2.7% after the program. The control group decreased 12%.

Question 11. ***I sometimes do things that are against the law in order to keep my friends.*** The percentage of the students who disagreed or strongly disagreed decreased 0.8% in the experimental group. This percentage increased 3.7% in the control group.

Question 13. ***The police are out to get you.*** The percentage of students in the experimental program who disagreed or strongly disagreed decreased 8.2%. The control group decreased 16.2%.

Question 18. ***The police are needed for your protection.*** The percentage of the students in the experimental program who agreed or strongly agreed increased 3.7% after the program. The control group decreased 1.2%.

Question 26. ***Elected leaders are usually out for themselves; they are not interested in what is the best for most citizens.*** The percentage of students who disagreed or strongly disagreed increased 4% for students in the experimental program. The control group decreased 17.7% .

Conclusions for Denver

The experience and hard work of the site coordinator for Denver was a key factor in the success of the program. He knew each teacher personally and is very familiar with Center programs. He also had a great many contacts in the community. The cooperation of the social studies coordinator for the district was also extremely helpful.

Participant teachers were dedicated to the program; they implemented it as designed. Their average number of teaching years was 20. The average number of instruction periods was 77 hours, which in the hands of experienced teachers is sufficient. The teacher focus groups praised the in-depth, critical thinking the program initiated when applied to knowledge of our political system, government, and the functions of authority in a democracy. Teachers felt that students became involved in analyzing the way laws are made and how politicians represent the people.

In Denver, the program began rather late and the question of curricular fit was a problem. First-year pilot teachers will serve as mentors during the second phase of the program and are prepared to solve this issue for new teachers. There also were thought provoking results in Denver in regard to the police, authority, and the law. Both the experimental and control groups had negative shifts in attitude toward police. During the school year, there were several incidents of police misconduct and poor judgment, including the shooting of an unarmed man, contributing to the negative shift.

The expansion and continuation of the program in Denver is an indication of district support for the program. Many of the administrative problems of the first-pilot year have been solved. The prospects for further success in seven additional middle schools, during the second year, is promising. There are good prospects for a longitudinal study in the district.

Jefferson County Public Schools

Covering almost 780 square miles, the Jefferson County Public School District serves the entire county with 92 elementary schools, 18 middle schools, 16 high schools, 10 charter schools, and 8 special-facility schools. These 144 schools had an enrollment of approximately 89,000 students during the 1998-99 school year. Of these students, 85 percent were White, 10 percent Hispanic, 3 percent Asian, 1 percent African American, and 1 percent Native American. Jefferson County is predominantly a suburban part of metropolitan Denver. The eastern part of the county, which is closest to Denver, has higher numbers of poor, minority, and non-English speaking students than does the rest of the county. The county made headlines in the year previous to the study and somewhat during the 1999-2000 school year as the home of Columbine High School, the scene of a devastating act of school violence. Jefferson County was selected as a site for the Center's School Violence Prevention Demonstration Program before the violence at Columbine High School occurred.

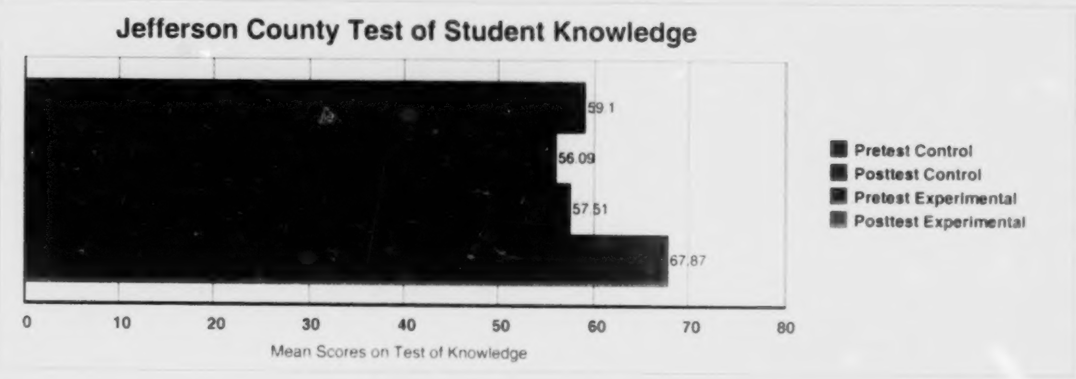
Fifteen county schools participated in the program during the first pilot year. Fourteen of the schools are traditional K-6 elementary schools, while one serves only grades 4-6. Unlike the other sites in which the program was taught by middle school teachers, all 18 Jefferson County teachers were fifth- and sixth-grade teachers. The School Violence Prevention Demonstration Program was more easily integrated into the elementary level curriculum than middle school curriculum. The only way in which the age of the students altered program participation was in terms of holding the **We the People...** culminating activity as a classroom event rather than a public event.

The average teaching experience for the Jefferson County teachers was 13 years. The average amount of time spent on the program by those teachers was 110 hours. A key to the success of the program in Jefferson County was the site coordinator. The site coordinator is the director of social studies for the district. He was able to form a team composed of the deputy superintendent of schools and other social studies specialists as well as the teachers. Training sessions were well organized and professional. Every effort was made to complete the program as planned.

Statistical results of the program in Jefferson County Schools

Since Jefferson County implemented the program in elementary schools, the results of the attitudinal survey are not included in the comparison tables (Appendix I) for the middle school sites; they are in Appendix J. A summary of the statistical results of the knowledge data for Jefferson County Schools is below the table.

Table 14 – Test of Knowledge



Comments: *The students in the experimental group (t=8.12, P= .000) scored 16% higher than the control group(t=1.20, P=0.232). Boys scored 21.83% higher than girls on the test of knowledge. Girls who participated in the program scored 9.9% higher than those who did not. ANCOVA results were similar with the results of the experimental group significant at the .000 level.*

Selected results for specific questions

Attitudinal results for Jefferson County indicated no significant statistical results. Selected results for specific questions related to authority and the law were important and are given below. However, perception of school safety had a significant effect on student attitude toward civic responsibility (F=4.59, P=.012), social inclusion (F=5.212, P=.006), and tolerance for the ideas of others (F=2.893, P=0.058). Students who felt that they were safe or relatively safe at school had a more positive attitude toward civic responsibility, social inclusion, and tolerance for the ideas of others than those who did not feel safe at school. Ninety-seven percent of the students in Jefferson County felt safe at school.

Question 9. ***The law generally treats people fairly***. The number of students who agreed or strongly agreed increased 13.9% for the experimental group and 4.8% for the control group.

Question 11. ***I sometimes do things that are against the law in order to keep my friends.*** The percentage of students in the program who agreed or strongly agreed decreased 5.5% in the experimental group and 1.9% in the control group.

Question 13. ***The police are out to get you.*** The percentage of students who disagreed or strongly disagreed decreased by 5.5% in the experimental group and 2.9% in the control group.

Question 18. ***The police are needed for your protection.*** More than 80% of students in both the experimental and control groups agreed or strongly agreed with the statement.

Question 26. ***Elected leaders are usually out for themselves, they are not interested in what is best for most citizens.*** Experimental group students who disagreed or strongly disagreed decreased by 20.8% and the control group decreased 14.5%.

Conclusions for Jefferson County

Despite the fact that there was little effect on student attitudinal scores during the first-year pilot, the program in Jefferson County was successful and promising. Perhaps most encouraging was the extent of integration of the program into the standard curriculum and the district's plans to integrate the program in additional grade levels. The degree of enthusiasm of teacher participants as well as the district administration was also heartening.

Jefferson County is the home of Columbine High School where a number of traumatic events occurred during the school year. These events and their aftermath affected the Center's program to the extent that there is increased interest in violence prevention programs.

Jefferson County had the greatest number of teachers involved of any district during the 1999-2000 school year. The first-year pilot program focused on the upper elementary grade levels.

The knowledge test scores, 15.85% higher for the experimental group than the control group will obviously interest district administrators and parents. The fact that the scores of students in the control group actually went down should also be of interest to the district and the community.

The program indicators demonstrated an increase of nearly 10% in the area of respect for authority and the law for experimental students versus control group students. Other program indicators showed little difference.

There was a great deal of enthusiasm for the program as a means to promote student interest in the Constitution and the Bill of Rights. Several teachers introduced civics and government topics into their literacy instruction. Teachers appreciated the level of teacher training, particularly the lectures on public policy by a professor from the University of Colorado. The elementary teachers also enjoyed the substantive knowledge they received on the Constitution. Administrators and parents who observed the **We the People...** culminating activity or the "What Makes a Good Rule" lessons were impressed by the degree and quality of student participation. The majority of the teachers felt that their students' interest in current affairs and their ability to make judgments regarding issues of power and authority increased tremendously as a result of the program.

As successful as Jefferson County was in terms of teacher training and overall support for the program, there were some problems. The program began late and materials arrived late. It also took time to develop a plan for integrating the program into the standard curriculum. It was decided that the program contained too much material for it to be accomplished at one grade level. To do justice to this program as well as other curricula, it will be split between grade five and six in phase two.

Jefferson County has great ambitions for the program during the second year. It hopes to expand the program to 18 additional elementary schools and 6 middle schools. It also will participate in a pilot study for 15 primary school classes. The Jefferson County administration sees the first-year pilot of the **School Violence Demonstration Program** as a first step in a multiyear program.

Los Angeles Unified School District serves an area of 707 square miles and a population of 4.6 million people. The district serves the city of Los Angeles and 28 adjacent cities. The district has the second largest student population in the nation with an enrollment of 720.000 students K-12 and 36,000 teachers in 424 elementary schools, 72 middle schools, and 49 high schools. Sixty-nine percent of the students are listed as Hispanic, 13.6 percent as African American, 10 percent as White, and 6.6 percent as Asian/Pacific Islander.

Seventeen teachers participated in the program in two middle schools: four teachers from Mulholland Middle School and thirteen from Sun Valley Middle School. Both schools have large Hispanic student populations. Eighty percent of students receive free or reduced-cost lunch due to the income level of their parents. Sun Valley Middle School is a year-round school with three tracks beginning and ending at different times during the calendar year. Mulholland Middle School has a traditional school calendar. Both schools are located in the San Fernando Valley section of Los Angeles in working class, Hispanic neighborhoods.

The site coordinator for the program is a former employee of the Center and former director of the **We the People... The Citizen and the Constitution** program. She is currently an evaluation consultant for California State University at Northridge. The principal of Sun Valley Middle School requested that every eighth-grade social studies teacher participate in the program. The average teaching experience was 13 years. There were two first-year teachers and two 30-year teachers in the program. The average number hours spent on the program was 76.

All seventeen teachers received part or all of the seven teacher-training sessions during the school year. One Mulholland teacher dropped out but the other three concluded the program and conducted the **We the People...** culminating activity.

Due to their year-round school calendar it was difficult to administer the program in Sun Valley Middle School. One teacher in the earliest track successfully completed the **We the People...** curriculum including the culminating activity. The other three teachers in the same track did not complete the program. In the other two tracks, most of the teachers completed the **We the People...** portion of the program. None of teachers completed the **Project Citizen** program citing scheduling and time factors.

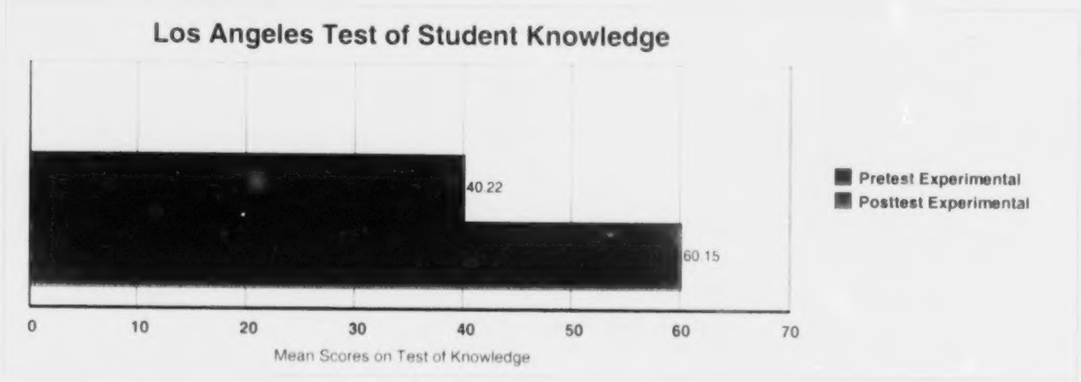
Statistical results of the program in the Los Angeles Unified School District

A positive result of the program for all students is that although 33% did not feel safe at school at the beginning of the school year, by the end of the year the percentage had decreased to 26%.

There were some serious problems with the control group data in Los Angeles Unified. Sufficient numbers of students completed the pretest, but due to the uniqueness of the year-round program, control students did not complete the posttests. Results from the experimental group are reported in Appendix J.

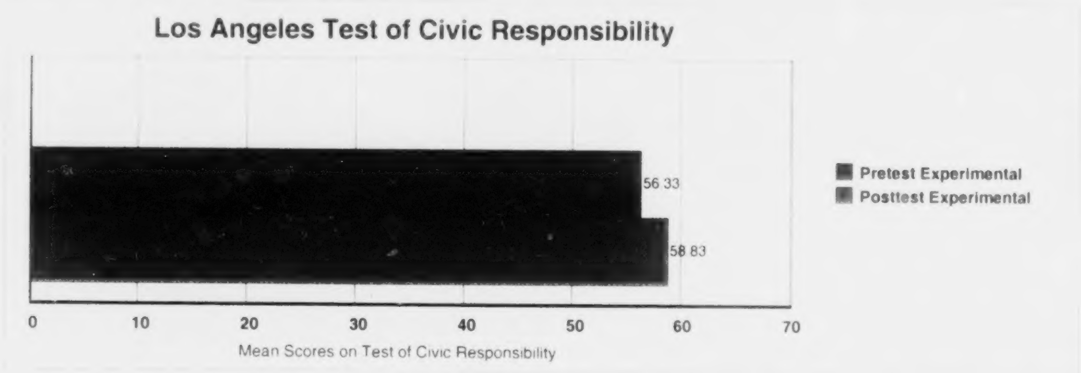
A summary of the statistical results of the data for Los Angeles Unified School District is below each table.

Table 15 – Test of Knowledge
Experimental Group Only



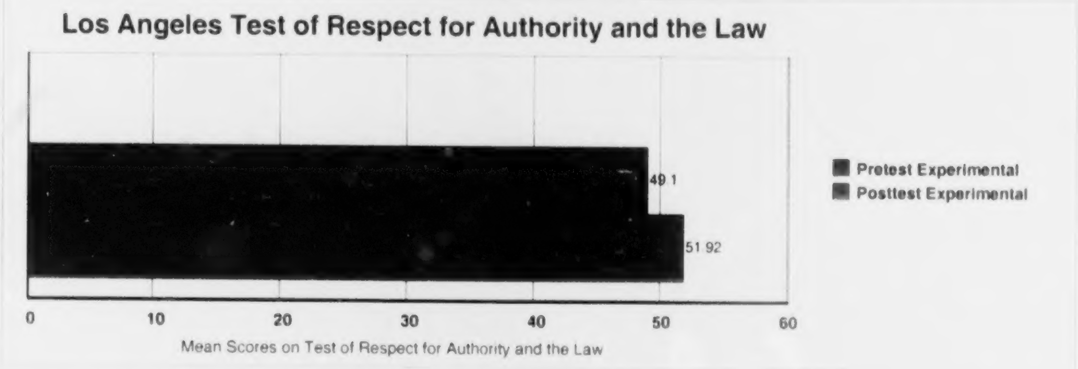
Comments: *The gain of 20.29 percent in the experimental group (t=7.09, P=.000) was significant at .000.*

Table 16 – Test on Attitude Toward Civic Responsibility



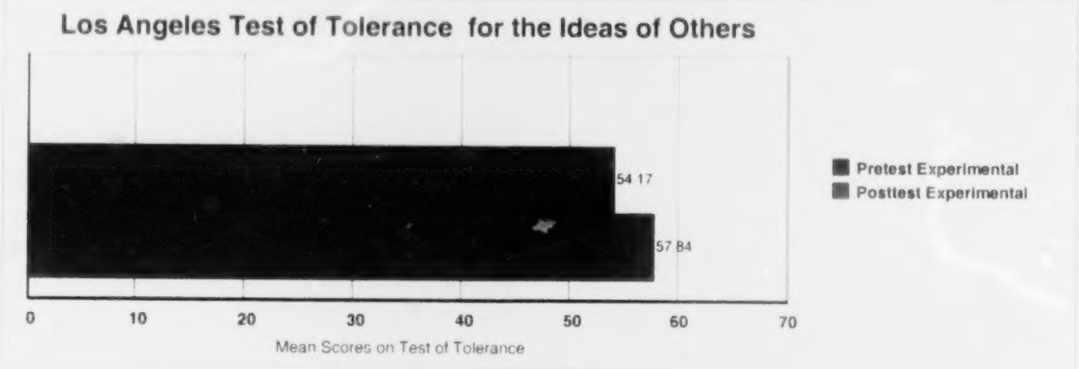
Comments: *There was a statistically significant positive shift in attitude toward civic responsibility. The gain is consistent with student comments about the impact of the curriculum on their thinking (t=2.378, P=.021).*

Table 17 – Test on Attitude Toward Authority and the Law



Comments: *The positive shift was nearly significant at the 0.07 level (t=1.842, P=.071).*

Table 18 – Test on Attitude Toward Tolerance for the Ideas of Others



Comments: *The positive shift was significant at the .01 level and was supported by observations of students in the culminating activity (t=2.633, P=.011).*

Selected results for specific questions

Question 9. The law generally treats people fairly. *The percentage of students who agreed or strongly agreed increased by 25.5% after the program.*

Question 11. I sometimes do things that are against the law in order to keep my friends. *The percentage of students who disagreed increased by 12.15%.*

Question 13. The police are out to get you. *The percentage of students who disagreed increased by 5%.*

Question 18. The police are needed for your protection. *The percentage of students who agreed or strongly increased by 23%.*

Question 26. ***Elected leaders are usually out for themselves; they are not interested in what is best for most citizens.*** *The percentage of students who disagreed or strongly disagreed increased by 24.3%.*

Conclusions for Los Angeles Unified

The knowledge gains in the Los Angeles Unified School District were significant and should justify the continuance of the program for another year. Los Angeles Unified uses the Stanford 9 Achievement Test and there is great emphasis on improving test scores. If civics and government is tested in the district there should be no reason why students enrolled in the program should not have improved test scores.

The scores on attitude shifts were significant in three of the four areas. This is encouraging considering that none of the teachers included the **Project Citizen** curriculum and all struggled with the lack of necessary time to allocate to the program. The results of student attitude shifts toward police and authority were especially important and positive. The Los Angeles police department had very negative publicity during the year of the study. The prospect that instruction in civics and government may counteract negative community opinion toward law enforcement has important implications for the power of the program.

Nearly every teacher enjoyed the curricular materials and teacher training sessions. Many commented that the students found the program easier to comprehend than their regular textbook.

The use of a year-round school for this research study produced insurmountable problems. It was very difficult to conduct the teacher-training sessions that would have helped teachers integrate the program into their existing curricular requirements. The program was successful in terms of the quality of the **We the People...** culminating activity; the organization of the simulated congressional hearings was exceptionally good. Parents seemed particularly appreciative of the program. Some expressed the wish to participate in a similar program for new immigrants.

Philadelphia School District

Philadelphia is the sixth largest school district in the United States and includes 214,000 students and 12,000 teachers. There are 240 schools and learning centers. Student population is 64 percent African American, 20 percent white, 11 percent Hispanic, and 5 percent Asian. Like many inner city school districts, Philadelphia has a growing number of students at or below poverty level. The number of these families increased 8.6 percent from 1993 to 1998.

The district decided to conduct the School Violence Prevention Demonstration Program at the middle school level. The six middle schools involved were Gillespie Middle School. Wanamaker Middle School, Austin Meehan Middle School. G.W. Pepper Middle School. Conwell Middle School. and Sharswood Elementary School (K–8). Many of these schools are magnet schools of one kind or another. Instruction in the program was given to 474 middle school students.

There were eight teachers involved including one special education teacher. The average teaching experience was 13 years. The average number of hours spent on the program was 126. which is extremely high in comparison to the other sites.

As in the case of many urban school districts. there is a tremendous amount of pressure to increase test scores. In the case of Philadelphia, improvement in math and reading scores on the Stanford 9 Achievement Test is being emphasized.

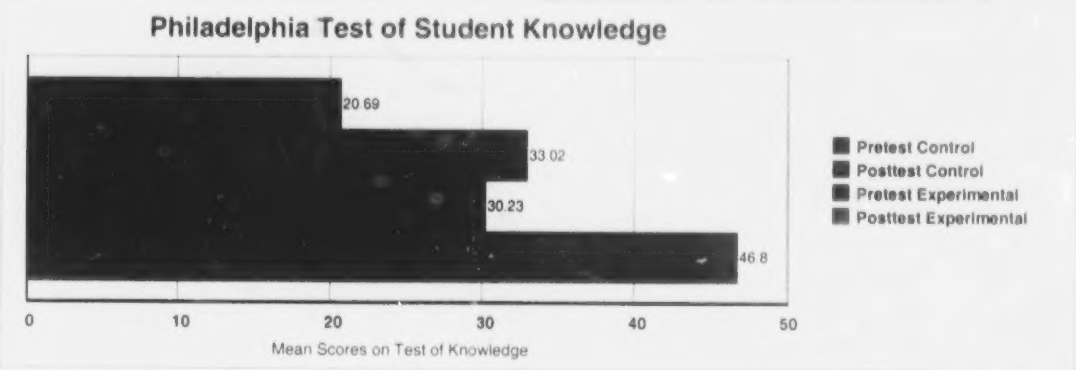
The Center chose two site coordinators for Philadelphia: the social studies specialist for the district and a member of the staff of the Temple University School of Law Education and Participation Project(LEAP). The Center has a long history with the staff at Temple LEAP and has trained their staff in previous years. It was hoped that Temple LEAP and the key staff person from the school district would form a good training team. The plan worked to some extent. but time committed by the parties was not equal. For phase two the Center will employ the district administrator as the site coordinator and hire a member of Temple LEAP as a trainer.

During the pilot-year. there were problems in the district that were unforeseeable. Flooding caused evacuation and closure of one school for several weeks. Teacher strikes were threatened a number of times and financial difficulties were constant. Instability at the school-district administrative level caused uncertainty and a degree of insecurity among staff. The occurrence of any one of these problems would not be unusual. but a confluence of all of them was a handicap to the entire district and, ultimately, to the program.

Statistical results of the program in the School District of Philadelphia

A summary of the statistical results of the knowledge data for the Philadelphia School District is below the table. Specific statistical results of the attitudinal survey are in Appendix I.

Table 19 – Test of Knowledge



Comments: *There was a significant increase in knowledge in both the experimental (t=10.63, P=.000) and control groups (t=6.65, P=.000). The increase in the experimental group was greater. ANCOVA results for the experimental group were statistically significant at the .001 level.*

Selected results for specific questions

Attitudinal results for Philadelphia for the first-year pilot indicated no statistical difference between the experimental and control groups. Selected interesting results for questions related to authority and the law are below.

Question 9. ***The law generally treats people fairly.*** The percentage of students in the experimental group who agreed or strongly agreed increased 10.5%; the percentage that agreed in the control group decreased by 18.7%.

Question 11. ***I sometimes do things against the law in order to keep my friends.*** The percentage of students in experimental group who agreed remained the same; the percentage that agreed in the control group increased by 6%.

Question 13. ***The police are out to get you.*** The percentage that agreed decreased in both the experimental and control group.

Question 18. ***The police are needed for your protection.*** The percentage of students who agreed in the experimental group increased by 15.9%; the percentage that agreed in the control group increased by 9.9%.

Conclusions for Philadelphia

There was a good gain in knowledge of the Constitution and the Bill of Rights for students involved in the Philadelphia program. This will be good news for a school district that is emphasizing standardized tests to such an extent. If the district decides to give the civics and government section of the Stanford 9 Achievement test, students who participate in the School Violence Prevention Demonstration Program should score higher than other students.

The scores in attitudinal shifts in the four areas are somewhat mixed with moderate gains in tolerance toward the ideas of others and social inclusion for all. The shift in attitude toward authority and the law was a positive result of the program in Philadelphia. The decline of 18% in respect for authority and the law for students in the control groups is alarming; the impetus for the positive shift of students in the experimental group warrants close examination by the district.

The qualitative data collected to measure the program as a teacher-training process and innovative program were extremely positive. Many teachers wanted to replace their regular curriculum with **We the People....** Several teachers found the program easily integrated into the required curriculum. Other teachers found they learned a great deal themselves about the subject matter as a result of participation. Perhaps the biggest positive factor was that so many teachers indicated that their students liked coming to their classes and enjoyed school more as a result of the program. The students grew to understand that government and the law can be a force for good in their everyday lives.

Philadelphia Public School district plans to continue and expand the program during the second year and to take advantage of lessons learned during the first-year pilot. Long term plans are to expand the program during the next two years until every middle school in the district is involved. Most teachers were unable to teach the **Project Citizen** curriculum due to time constraints. This issue has been addressed and should not be a problem in phase two. Many first-year pilot teachers will be used as mentors in phase two.

Community School District 30 – Queens, New York City

Community School District 30 in Queens, New York, is a large urban school district with schools throughout East Elmhurst, Long Island City, and Jackson Heights. The district has a diverse, multiethnic, multiracial student population. Slightly more than 50 percent of enrolled students are classified as Hispanic, 36 percent as African American, and 11 percent as Asian. Community School District 30 has a student enrollment of 27,112. The district consists of 28 schools and centers which employ 1,686 teachers.

The Center for Civic Education's School Violence Prevention Demonstration Program was implemented in four different middle schools: P.S. 127, Aerospace Science Academy; P.S. 204, Oliver Wendell Holmes Middle School; P.S. 141, Steinway School; and I.S. 235, Academy of New Americans, where ninety percent of students have arrived in the United States in the last three years.

Thirteen teachers originally volunteered for the program; two teachers dropped out during the year. Their average teaching experience was 13 years. There were 476 students who participated in the program in the experimental groups. The average amount of time devoted to the program was 39 classroom periods. There were 12 **We the People.... The Citizen and the Constitution** simulated congressional hearings and 12 **Project Citizen** portfolio presentations. Five teacher-training sessions were held during the year.

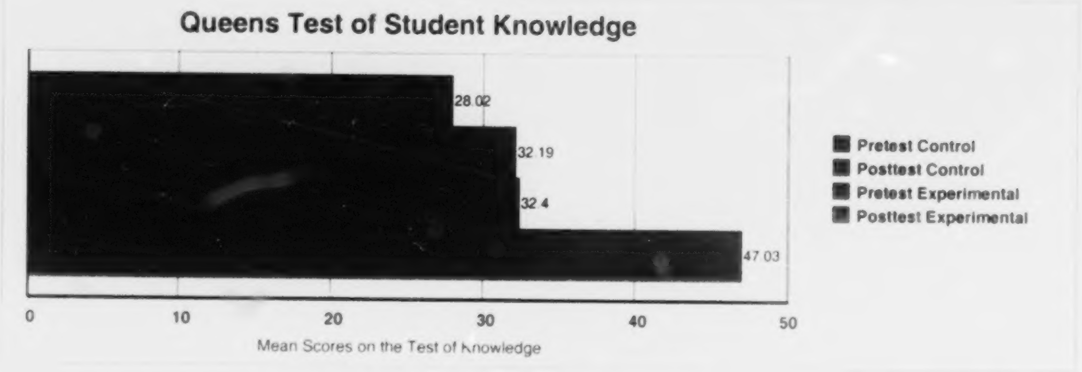
Some concerns raised in this district included the change in curricular program between the pretest and the posttest: the length of the test for students with poor language skills; whether to use the elementary or middle level knowledge test.

Positive factors were the enthusiasm displayed by teachers and recognition of the high quality of the teaching materials. Many teachers thought their students preferred Center for Civic Education materials to their regular textbook: students responded to Center materials as easier to read, more interesting, and easier to comprehend. Some teachers used semantic maps in Spanish and English. Several teachers were proud of student achievements in the program and made efforts to invite parents to attend the culminating activity of the **We the People...** program or the **Project Citizen** portfolio presentation.

Statistical results of the program in Community School District 30 – Queens

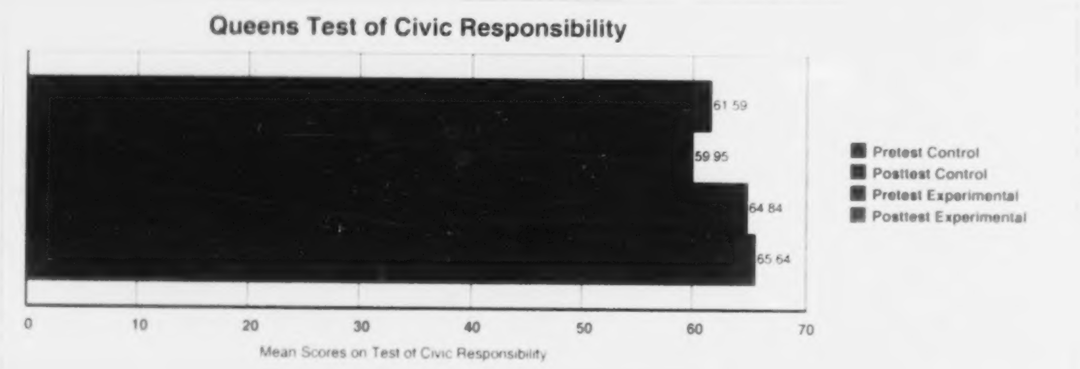
Data for Community School District 30 – Queens indicated definite growth in knowledge and positive shifts in attitude in all four areas tested. A summary of the statistical results of data for Queens District 30 is below each table; specific results are in Appendix I.

Table 20 – Test of Knowledge



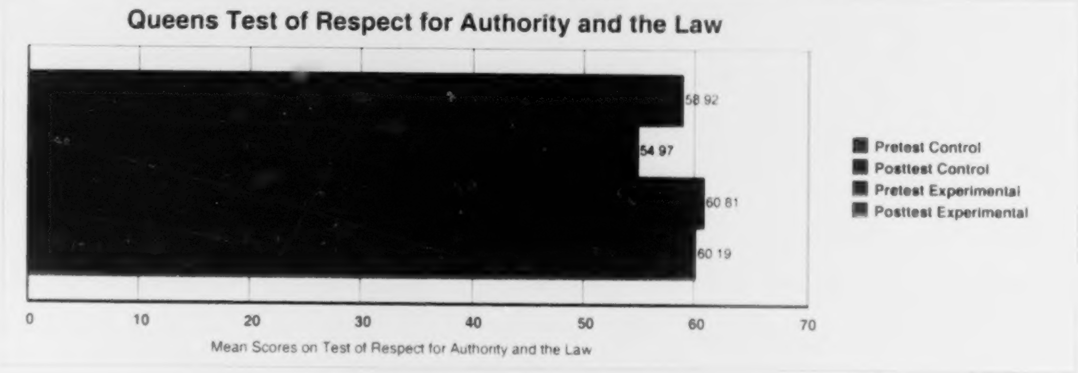
Comments: *A paired sample t-test indicated that both the experimental (t = 12.565, P = 0.000) and the control group (t = 2.466, P = 0.016) exhibited significant gain with respect to the knowledge of the U.S. Constitution. However, the gain was almost three times greater for the experimental group-gain of 14.63% for the experimental group and 4.7% for the control group. ANCOVA results were similar.*

Table 21 – Test of Attitude Toward Civic Responsibility



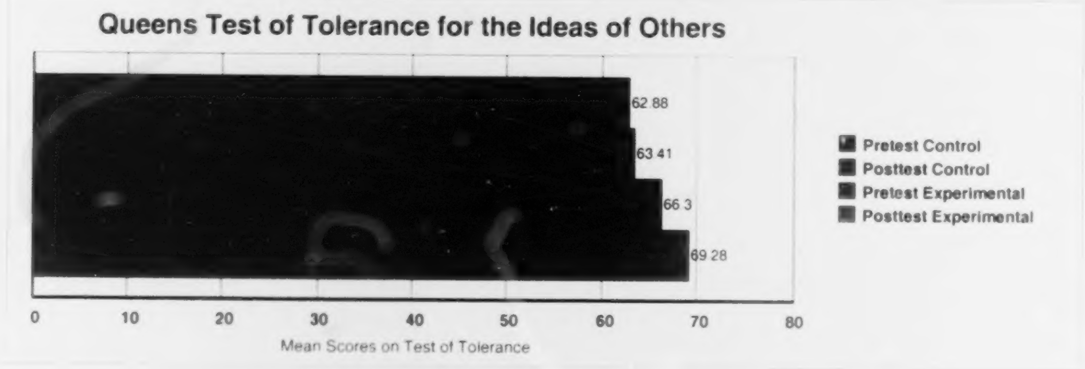
Comments: *The girls in the program demonstrated a more positive attitude shift toward civic responsibility than boys. (Adjusted mean of 64.41 for girls and 61.43 for boys.) The ANCOVA results were similar. Control group (t=-0.969, P=.337); experimental group(t = 1.042, P = .299). The results were statistically significant at the 0.041 level.*

Table 22 – Test of Attitude Toward Authority and the Law



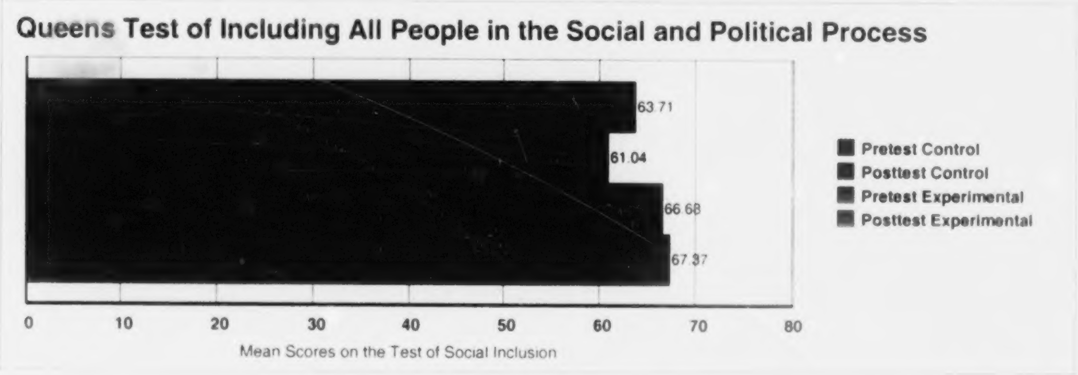
Comments: *The decrease in respect for authority and the law in the control group(t=2.084,P=.041) is the factor that makes lack of change in the experimental group(t=0.719, P=.473) significant. The ANCOVA results were similar. The results of the experimental group were statistically significant at the 0.005 level.*

Table 23 – Test of Attitude Toward Tolerance for the Ideas of Others



Comments: *Girls scored slightly higher (5.3%) than boys. The improvement in students' attitudes toward tolerance is an important result. Control group (t=0.264, P=.792), experimental group (t=2.911, P=.004) the results were statistically significant at the 0.006 level when ANCOVA was applied.*

Table 24 – Test of Attitude Toward Including All People in the Social and Political Process



Comments: *Girls scored higher than boys. Adjusted mean 66.7 for girls and 60.44 for boys. Once again, improvement in scores of attitude in an area like social inclusion is important. The scores in the control group went down(t=1.25, P=.214). Results of the experimental group (t=0.77, P=.442) were statistically significant at the 0.001 level when ANCOVA was applied.*

Selected results for specific questions

The Queens students who indicated they felt safe at school had a more positive attitude toward civic responsibility, authority and the law, social inclusion and tolerance for the ideas of others than those who did not feel safe. By isolating those attitudinal questions relating to the police, the law, and elected officials, it was possible to determine whether the program had any effect on change of attitude in authority-related areas. There was a statistically significant effect in the three authority areas. The students in the experimental group scored 5.68% higher than students in the control group (F= 8.462, P=.004). Girls showed a more positive attitude toward authority than boys. Selected results for specific questions follow:

Question 9. ***The law generally treats people fairly.*** Affirmative answers for students in the experimental group increased by 7.1% in the posttest while the control group's affirmative answers decreased by 15.3%.

Question 11. ***I sometimes do things against the law in order to keep my friends.*** Affirmative answers for the experimental group decreased by 4.5% while the control group's affirmative answers increased by 2.7%.

Question 18. ***The police are needed for our protection.*** The percentage of experimental group students who agreed or strongly agreed increased by 11% while the percentage in the control group who disagreed increased by 4.3%

Conclusions for Queens

The Queens study shows positive results in both knowledge and attitude. It is interesting to speculate as to why the program was so successful in Queens. Certainly administration by the site coordinator and quality of teaching deserve credit. The site coordinator made certain that each teacher held culminating activities that included the **We the People**… simulated congressional hearing and **Project Citizen** portfolio presentation. It is encouraging that when the program was conducted as designed there was a dramatic gain in knowledge and a statistically significant shift in positive attitude. Plans are to continue and expand the program in Queens – District 30, and to double the number of participating teachers during phase two.

Wake County Public Schools

The Wake County Public School System includes schools in the county of Raleigh, North Carolina, and 11 other municipalities within Wake County. The central administration sets system-wide goals for improvement, establishes and updates the curriculum, and determines skills to be mastered. However, each school is responsible for determining how best to achieve those goals. There are 106 schools, including 20 middle schools in the district and approximately 95,000 students. Wake County Public Schools is one of the fastest growing school districts in the nation. Since 1980, the school system has grown by nearly 35,000 students. Ethnic composition is 67 percent White, 26 percent African American, 3 percent Hispanic and 3 percent Asian. There are 6,755 teachers and teacher assistants employed in the district.

The financial situation is a serious concern for the district. The failure of a major bond issue in the spring of 2000 led to grave cutbacks for the entire school system.

The school district decided to conduct the School Violence Prevention Demonstration Program at the middle school level. The seven schools that participated in the program were Carnage Middle School, East Millbrook School, East Cary Middle School, West Lake Middle School, West Cary Middle School, Leesville Middle School, and Apex Middle School. All participating schools were listed by the district as "exemplary growth, school of distinction" on the basis of test scores which indicate that at least 80% of students were performing at or above grade level.

There were originally 12 teachers enrolled in the program but changes in assignments reduced the number to 8. The average teaching experience was 13 years. Two teachers had more than 30 years of experience each. There was also one first-year teacher and one second-year teacher.

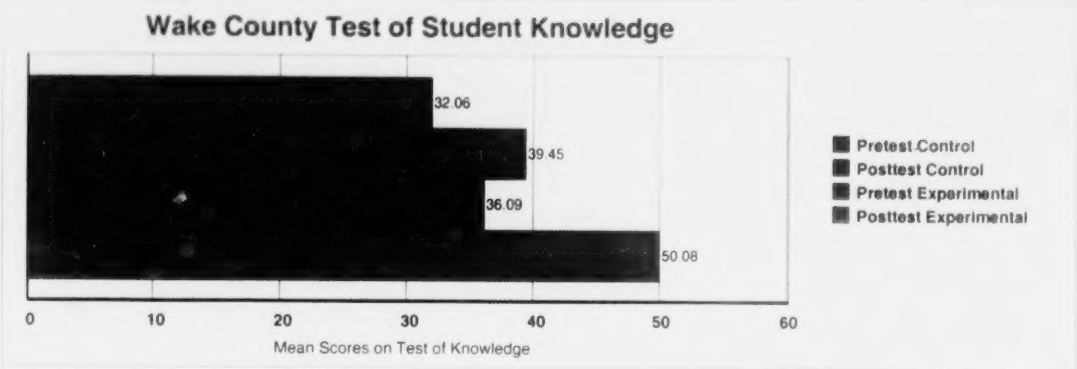
There were 726 students in the experimental groups. The average number of hours spent by teachers was 110 hours of instruction which is very high when compared to the other sites. Eight teacher training sessions were held.

The North Carolina Center for the Prevention of School Violence, an organization that had key staff familiar with Center curricula, was chosen to be the administrative site coordinator for the program. The North Carolina Center appointed an assistant to the director as the actual site coordinator.

Statistical results of the program in Wake County Schools

A summary of the statistical results of the knowledge data for Wake County Schools is below the table. Specific results of the attitudinal survey are in Appendix I.

Table 25 – Test of Knowledge



Comments: *The percentage of gain in the experimental group was 14%. Experimental group (t=14.96, P=.000) and control group (t=6.30, P= .000). ANCOVA results were statistically significant for both groups at the .000 level.*

Selected results for specific questions

Attitudinal results for Wake County were not significant. However, as is the case with every district involved in the first-year pilot there were interesting results for specific questions regarding attitudes toward authority and the law.

Question 9. ***The law generally treats people fairly.*** Percentage of students in the experimental group who agreed or strongly agreed increased 8.2%. The percentage that agreed or strongly agreed decreased 13.2% in the control group.

Question 11. ***I sometimes do things against the law in order to keep my friends.*** Percentage of the students in experimental group who disagreed or strongly disagreed decreased 0.3%.

Question 13. ***The police are out to get you.*** Percentage of students in the experimental group who disagreed or strongly disagreed decreased 10.6%. The percentage that disagreed or strongly disagreed decreased 9.6% for the control group.

Question 18. ***The police are needed for your protection.*** Percentage of the students in the experimental group who agreed or strongly agreed decreased 13.2%. The percentage that agreed or strongly agreed decreased 3.9% for the control group.

Question 26. ***Elected leaders are usually out for themselves; they are not interested in what is best for most citizens.*** Percentage of the students in the experimental group who disagreed or strongly disagreed decreased 5.1%. The percentage that disagreed or strongly disagreed decreased 3% for the control group.

Conclusions for Wake County

The positive gains in knowledge were encouraging and important. Teachers expressed concern, however, that the amount of time required for the **School Violence Prevention Demonstration Program** hindered them in instruction of the regular curriculum. Questionnaires revealed that the teachers believed the program too difficult to implement with all the other requirements they had to meet in social studies.

All the participants taught part of the curriculum, but no teachers taught the program as designed; unless this commitment is made separate lessons will have little effect on attitude. The teachers of the experimental groups must have spent more time on the Constitution than teachers in the control group or there would not have been so definitive a knowledge gain.

Several teachers indicated their desire to continue the program for a second year. The district administration decided not to continue the program and cited lack of funding and administrative time as reasons. A few teachers asked the Center if they could continue the program on their own without Wake County School District support. The Center granted that request and will follow their progress.

APPENDIX A

Center for Civic Education Programs and Publications

and federal, state, and local institutions; constitutionalism; civic participation; and the rights and responsibilities of citizens.[26]

Appendix A

Center for Civic Education Programs and Publications

National Standards for Civics and Government

A set of K-12 exit standards specifying what students should know and be able to do in the field of civics and government. The *Standards* have been widely endorsed by civic and professional groups; have drawn praise in the press and in the *Congressional Record*; and are being used by states and local school districts throughout the U.S.

CIVITAS: A Framework for Civic Education

A model curriculum framework for the nation's elementary and secondary schools. *CIVITAS* sets forth the knowledge, skills, dispositions, and commitments necessary for effective citizenship. Major topics include civic virtue, civic participation, and civic knowledge and skills.

We the People... The Citizen and the Constitution

A civic education curriculum focusing on the history and principles of the U.S. Constitution and Bill of Rights. The culminating activity is a simulated congressional hearing, which is a performance assessment model for all grade levels. The curriculum supports most state social studies frameworks in the areas of civics and government.

We the People... Project Citizen

A middle school civic participation program in which students work together to identify and propose remedies for public issues in their communities. The program encourages civic participation among students, their parents, and members of their communities.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice

Foundations of Democracy is a curriculum consisting of materials for students from primary school through the 12th grade on four concepts fundamental to an understanding of politics and government:

American Legacy: The United States Constitution and Other Essential Documents of American Democracy

A pocket-size booklet containing the U.S. Constitution and the Declaration of Independence, together with passages from other documents that encompass essential ideas of American democracy.

Comparative Lessons for Democracy

A resource book for high school teachers developed as part of Civitas: An International Civic Education Exchange Program. The 35 lesson plans and resource materials engage students in comparative analyses of the emerging democracies of central and eastern Europe, including their histories and transitions.

Exercises in Participation Series

A curriculum designed to develop intellectual and participatory skills for upper elementary and middle school students. It includes *Violence in the Schools: Developing Prevention Plans* and *Drugs in the Schools: Preventing Substance Abuse*

Source: Center for Civic Education, "Center Programs & Publications," *Center Correspondent*, vol. 12, no. 1 (Winter 2000), p. 15.

The CCE had its origins in the Committee on Civic Education, which was formed at the University of California at Los Angeles in 1964. The committee recognized the need for a civic education curriculum that extended beyond California's history. The goal of the

APPENDIX B

Contract for School District Participation

Responsibilities of the Center for Civic Education

Appendix B

CONTRACT FOR SCHOOL DISTRICT PARTICIPATION

A SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

THIS AGREEMENT, entered into as of this ___th day of ______, 1999, by and between the Center for Civic Education, ("Center"), 5146 Douglas Fir Road, Calabasas, CA 91302, hereinafter referred to as the Center, and ____________________ (referred to as the School District) located at ______________________________.

WITNESSETH THAT:

WHEREAS the Center desires to engage the School District to render certain technical or professional services, including teacher training and professional development opportunities hereinafter described in connection with an undertaking or project which is financed by a Grant from the U.S. **Department of Education** and identified as The Violence Prevention Demonstration Program (description provided a Attachment B) Grant # R929A900001, CFDA# 84.929A; and

WHEREAS, the School District desires to render such services in connection with the project; and is authorized to contract with the Center in accordance with the School District's Board's resolution dated , attached as Exhibit A and made a part of this agreement,

NOW THEREFORE, in consideration of these premises, and the mutual covenants and agreements contained hereinafter, the parties intending to be legally bound, agree as follows:

1. Agreement with the School District The Center hereby agrees to engage the School District and the School District hereby agrees to perform the services hereinafter set forth in accordance with the terms and conditions contained herein.

2. Scope of Services The School District shall submit a brief description of the proposed activities related to teacher training, professional development and classroom instruction using the curricular materials provided free of charge by the Center, accompanied by a budget related to how the district intends to utilize the funds provided by the Center for teacher training and classroom utilization for the program. The School District shall cooperate with the necessary research and evaluation components of the project as determined by the Project Director of the School Violence Prevention Demonstration Program or other authorized agent of the Center. The minimum number of classrooms and classroom teachers the School District agrees to help identify and allow to participate in this project is ten. Those classroom identified as the experimental group will receive a minimum of 100 hours of instruction in civics by regular teacher employees of the District in social studies education that correlated closely to the social studies curriculum for the grade being taught. The School District is encouraged to include many more classes and teachers. In addition, the district agrees to identify ten classrooms that will be used as control groups which will receive no

from the teachers trained in the project. The School District
oject model of instruction for 100 classroom hours of instruction over the
The School District agrees to allow teachers to attend a minimum of six
of teacher training sessions. All training sessions and classroom
be monitored by District staff. The School District will allow the use of
machines, classrooms and meeting rooms on an as-needed basis. At the end of the
r, the School District will submit a detailed report describing the services provided by the
District.

3. Compensation The School District will complete a budget on the form provided by the Center. The School District will be given three classroom sets of *We the People...* texts, one classroom set of ***Foundations of Democracy*** and three classroom sets of either *Project Citizen* or ***Violence in the Schools: Developing Prevention Plans*** for up to ten teachers.. In addition, the School District will be provided $12,000 to reimburse the costs of substitutes or after school stipends to teachers for teacher training purposes. The Center will also provide $10,000 toward the salary of a site coordinator who will facilitate teacher training, help select teachers, conduct classroom observations related to the goals of the program, and oversee the overall administration of the program. The Center will provide the first $11,000 of the districts compensation upon signing this agreement and the second $11,000 midway through the school year.

4. Publication and Publicity The Center retains the right to publish the results of this Project. Articles, papers, bulletins, reports, and other material relative to the plans, progress, analysis, or results and findings of the work conducted under this contract shall not be presented publicly or published without prior notice to the Project Director of the Center and shall cite the U.S. Department of Education as the Project's source of funding. The School District will provide the Center with reasonable notice of any proposed publications. The Center agrees that no student, teacher or administrator names will be used without their written consent.

5. Changes The Center may request changes in the requirements of the Scope of Services. These changes may be subject to Board approval and must be mutually agreed to by the School District and the Center.

6. Assignability The School District shall not assign, sublet, or transfer all or any portion of its interest in this Agreement without the prior written approval of the Project Director.

7. Termination of Contract If, through any cause, the School District shall fail to fulfill in a timely and proper manner the obligations under this contract, or if the School District violates any of the covenants, agreements, representations, or stipulations of this contract, the Center shall have the right to terminate the contract by giving written notice to the School District of such termination and specifying the effective date of such termination, providing not less than thirty (30) days notice before such termination. The School District shall have the right to "cure" any problems related to the administration of the project prior to termination. Either party may terminate this contract by providing the other party with written notice 30 days prior to the termination date.

IN WITNESS WHEREOF, the School District and the Center for Civic Education have eement as of the date set forth herein above.

STRICT

President, Board of Education

Assistant Secretary

Date ____________________

CENTER FOR CIVIC EDUCATION

By

Project Director, Center for Civic Education
School Violence Prevention Program

Date ____________

ATTACHMENT A

RESPONSIBILITIES OF THE CENTER FOR CIVIC EDUCATION

1. Materials Dissemination The Center will be responsible for the cost of all curricular materials used in this project as well as the cost of shipping the materials to the School District. The School District will be responsible for local distribution.

2. Teacher Training The Center will provide funds for local teacher training necessary to conduct this project during the 1999-2000 school year as previously outlined under Compensation. Additional funds provided by the School District or other sources for complementary activities are encouraged. Travel expenses for any teacher training sessions to take place in Los Angeles in the summer of year 2000 will be funded by the Center.

3. Teacher Stipends The Center will provide a stipend of $500.00 to each participating teacher, up to thirty teachers per site, who undertake and complete this project.

4. Research and Evaluation The Center will be solely responsible for the costs of development and reproduction of any research or evaluation instruments used in this project. The School District will distribute and supervise the administration of pre and post test questionnaires for a minimum of ten project classrooms and ten control classrooms.

APPENDIX C

Test on the History and Principles of the United States Constitution – Level I and Level II

Test on the History and Principles of the United States Constitution

We the People...
The Citizen and the Constitution

Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Level I

Instructions: For each question, select the one best answer.

1. Which best describes the American colonists' experience with self-government?
   - a. ○ They didn't participate in government.
   - b. ○ They let Great Britain make all the laws.
   - c. ○ They developed their own governments.
   - d. ○ They ignored British customs and laws.

2. Practicing the religion of your choice is part of the right to
   - a. ○ life.
   - b. ○ liberty.
   - c. ○ property.
   - d. ○ equality.

3. The Founders believed the **main purpose** of government is to
   - a. ○ arrest lawbreakers.
   - b. ○ tax its citizens.
   - c. ○ protect people's rights.
   - d. ○ control its citizens' lives.

4. When people form a government they agree to
   - a. ○ hold yearly elections.
   - b. ○ run for office.
   - c. ○ believe what the government says.
   - d. ○ obey its laws.

5. Which best describes what life whould be like without laws or a government?
   - a. ○ Nobody's rights would be protected.
   - b. ○ Everybody's rights would be protected.
   - c. ○ People would behave reasonably.
   - d. ○ Strong people would help weak people.

6. Citizens who have "civic virtue" want the government to help
   - a. ○ farmers.
   - b. ○ factory workers.
   - c. ○ students.
   - d. ○ all people.

7. Which is a true statement about a republican type of government?
   - a. ○ Only a few leaders have all the power.
   - b. ○ The people give power to elected representatives.
   - c. ○ All leaders are appointed.
   - d. ○ Leaders are not responsible to anyone.

8. Which would be the best source of information about how a nation's government is organized?
   - a. ○ A dictionary.
   - b. ○ A constitution.
   - c. ○ A government report.
   - d. ○ A speech by a government leader.

9. According to the Declaration of Independence, government gets its power from
   - a. ○ a king.
   - b. ○ a president.
   - c. ○ the law makers.
   - d. ○ the people.

10. The first United States plan of government was known as the
    - a. ○ Articles of Confederation.
    - b. ○ U.S. Constitution.
    - c. ○ Declaration of Independence.
    - d. ○ Emancipation Proclamation.

11. The major problem with the first U.S. government was
    - a. ○ the president had too much power.
    - b. ○ the state governments had more power than Congress.
    - c. ○ Congress took away the rights of the people.
    - d. ○ some states had more power than other states in Congress.

12. Which action did the delegates to the Philadelphia Convention agree to take?
    - a. ○ Follow the instructions of Congress.
    - b. ○ Improve the Articles of Confederation.
    - c. ○ Give the state governments more power.
    - d. ○ Write a new constitution.

13. The decision to divide Congress into two houses, a Senate and a House of Representatives, solved a conflict about
    - a. ○ slavery.
    - b. ○ taxes.
    - c. ○ representation.
    - d. ○ natural rights.

14. Which delegate to the Philadelphia Convention would most likely want the U.S. Constitution to protect slavery?
    - a. ○ A Southern plantation owner.
    - b. ○ A Northern factory owner.
    - c. ○ A fisherman.
    - d. ○ A shop owner.

15. Which idea best explains why the North was willing to compromise with the South on slavery?

a. Both the North and the South had large numbers of slaves.
b. Northern farms needed slave labor.
c. The North wanted the South to join the new government.
d. The South agreed to stop slavery soon.

16. The purposes of the Constitution are included in the

a. First Amendment.
b. Bill of Rights.
c. Preamble.
d. Declaration of Independence.

17. The Framers separated the powers of government so that no branch would

a. raise taxes.
b. become too powerful.
c. disagree with the others.
d. protect the rights of the people.

18. In the U.S. Constitution the legislative branch of government has the power to

a. make laws.
b. carry out laws.
c. settle disagreements over laws.
d. declare laws unconstituional.

19. The basic responsibility of the executive branch of government is to

a. make laws.
b. enforce laws.
c. settle disagreements over laws.
d. amend laws.

20. Which is an important responsibility of the judicial branch of government?

a. Appointing members to Congress.
b. Settling disagreements over laws.
c. Making laws.
d. Declaring war.

21. Using its power of judicial review, the Supreme Court can

a. declare a law of Congress unconstitutional.
b. declare war.
c. make treaties.
d. appoint cabinet officers.

22. Which best describes a federal system of government?

a. One government has all the power.
b. People have no power.
c. Power is divided among national, state, and local governments.
d. Power is divided among the states.

23. With the U.S. Constitution as the supreme law of the land, which government would most likely have the greatest power?

a. National.
b. State.
c. County.
d. City.

24. The first ten amendments to the Constitution are known as the

a. Bill of Rights.
b. Declaration of Independence.
c. Articles of Confederation.
d. Preamble.

25. Which is an abuse of freedom of expression?

a. Teaching that slavery and war are evil.
b. Criticizing the government.
c. Yelling "Fire!" just to frighten people.
d. Protesting unfair treatment.

26. Which is **not** allowed by the U.S. Constitution?

a. Practicing your religion.
b. Creating your own religion.
c. Joining any religion you want.
d. Establishing a government religion.

27. Treating people unfairly because of their race, sex, or religion is called

a. equal protection.
b. disability.
c. violation.
d. discrimination.

28. The right to due process means that government cannot

a. arrest you.
b. make laws that you disagree with.
c. send you to prison.
d. treat you unfairly.

29. The largest group denied the right to vote in our country was

a. women.
b. blacks.
c. Native Americans.
d. eighteen-year-olds.

30. A good way for fifth and sixth graders to participate in our government is to

a. vote in elections.
b. write to a representative.
c. run for public office.
d. serve on a jury.

Test on the History and Principles of the United States Constitution

We the People...
The Citizen and the Constitution

Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Level II

Instructions: For each question, select the one best answer.

1. The Founders believed that "natural rights" meant the right to
   a. an education, property, and security.
   b. life, liberty, and property.
   c. clothing, food, and shelter.
   d. life, work, and protection.

2. An agreement to create a government and consent to its laws is known as a
   a. consent decree.
   b. constitution.
   c. social contract.
   d. declaration of intent.

3. Living with no rules or laws is known as
   a. the state of nature.
   b. democracy.
   c. the social compact.
   d. a natural right.

4. Citizens who put the common welfare above their own selfish interests demonstrate
   a. democracy.
   b. separation of powers.
   c. balance of powers.
   d. civic virtue.

5. A constitutional government always includes
   a. a strong executive.
   b. a limitation of powers.
   c. a written constitution.
   d. the idea of judicial review.

6. A constitution is considered a "higher law" if it
   a. must be obeyed by those running the government.
   b. cannot be changed.
   c. provides for religious freedom.
   d. lists the rights of the people.

7. The system of checks and balances was established to
   a. protect the people's freedom of expression.
   b. control the spending of tax money.
   c. prevent branches of government from abusing power.
   d. protect the states' powers.

8. Dividing the government into three branches is known as
   a. federalism.
   b. constitutional government.
   c. separation of powers.
   d. private domain.

9. Which of the following statements is not true?
   a. The Supreme Court can declare laws passed by Congress and signed by the President invalid.
   b. The President may remove a Congressman from office for high crimes.
   c. The President can check the power of Congress by vetoing laws.
   d. The Senate may reject a President's appointments.

10. An example of representation in the English government was the
    a. Parliament.
    b. English Bill of Rights.
    c. monarchy.
    d. feudal system.

11. The Declaration of Independence is
    a. the peace treaty from the American Revolution.
    b. an explanation of the colonists' revolt against Britain.
    c. the first United States Constitution.
    d. the first ten amendments to the Constitution.

12. The purpose of government as described in the Declaration of Independence is to
    a. protect the people's natural rights.
    b. prevent attacks by foreign countries.
    c. make agreements with other nations.
    d. serve as a check on special interest groups.

13. According to the Declaration of Independence, if the government takes away people's natural rights,
    a. the President can be impeached.
    b. a new constitution must be written.
    c. military leaders may take over the government.
    d. the people can change or abolish the government.

14. The idea that government gets its authority from the people is known as

a. a state of nature.
b. social justice.
c. popular sovereignty.
d. a natural right.

15. Which of the following did the authors of the Articles of Confederation fear?

a. A strong national government.
b. Strong state governments.
c. Powerful judges.
d. All of the above.

16. The author of the Virginia Plan, also known as the "Father of the Constitution," was

a. George Washington.
b. James Madison.
c. Benjamin Franklin.
d. Thomas Jefferson.

17. Who was not at the Philadelphia Convention?

a. James Madison.
b. George Mason.
c. Thomas Jefferson.
d. Benjamin Franklin.

18. One issue on which most Framers agreed was the need for

a. equal representation.
b. a stronger national government.
c. proportional representation.
d. an easy method of amending the Constitution.

19. The decision to divide Congress into two houses, with equal representation in one and proportional representation in the other, was called the

a. Great Compromise.
b. Virginia Plan.
c. New Jersey Plan.
d. New York Compromise.

20. Under the Constitution, all bills for national taxes and government spending must begin with the

a. President.
b. Senate.
c. House of Representatives.
d. states.

21. The major reason the Framers from the northern states agreed to allow the slave trade to continue was that they

a. saw the need for slavery in the southern states.
b. wanted to expand slavery into new territories.
c. expected improved trade with the South.
d. wanted the South to agree to the new national government.

22. An important difference between the Articles of Confederation and the Constitution is that the Constitution gives

a. Congress the power to act directly upon the people.
b. Congress the right to establish a national school system.
c. any state the right to leave the Union if it wishes.
d. smaller states greater power.

23. The "necessary and proper" clause of Article 1 has allowed Congress to

a. control the powers of the President.
b. expand its powers.
c. limit the power of the Supreme Court.
d. add amendments to the Constitution.

24. The requirement in the Constitution that the President's nominations to the Supreme Court be approved by the Senate is an example of

a. legislative supremacy.
b. original jurisdiction.
c. checks and balances.
d. judicial review.

25. The complicated system the Framers created for choosing the President is known as

a. the electoral college.
b. voter registration.
c. nominating by convention.
d. political campaigning.

26. George Mason's objections to the Constitution were primarily concerned with

a. the difficulty of amending the Constitution.
b. protecting people's rights.
c. economic issues.
d. the threat of judicial review.

27. Benjamin Franklin thought that the Constitution

a. had too many flaws to be signed.
b. should have a bill of rights.
c. was not perfect, but was the best plan yet designed.
d. should have its weakness pointed out to the people.

28. Those who opposed the Constitution, such as George Mason and Patrick Henry, were known as

a. Anti-Federalists.
b. Federalists.
c. Framers.
d. Revolutionaries.

29. In order to get enough support for the ratification of the Constitution, the Federalists agreed to

a. remove the "necessary and proper" clause.
b. amend the "three-fifths" clause.
c. outlaw slavery in the territories.
d. add a bill of rights.

30. The Constitution was ratified by a vote of

a. state legislatures.
b. special state conventions.
c. all registered voters.
d. members of Congress.

31. Final authority, or sovereignty, in the government of the United States is held by the

a. President.
b. Congress.
c. people.
d. Constitution.

32. In which system of government do the people delegate some power to the national government, some to the state governments, and keep some for themselves?

a. Unitary system.
b. Confederate system.
c. Federal system.
d. Republican system.

33. "This Constitution, and the laws of the United States...shall be the supreme law of the land;..." means that

a. only the laws of the United States Constitution must be obeyed.
b. the Constitution may not be changed.
c. the laws of the U.S. government may not be changed.
d. state laws may not conflict with federal laws.

34. As a group, the people who head the executive branch departments created by the first Congress to assist the President became known as the

a. appellate courts.
b. cabinet.
c. judiciary.
d. Pentagon.

35. The highest court to which an individual citizen can appeal is the

a. Federal District Court.
b. State Supreme Court.
c. U.S. Supreme Court.
d. State Appellate Court.

36. The Bill of Rights is the

a. Declaration of Independence.
b. Judiciary Act of 1789.
c. original text of the Constitution.
d. first ten amendments to the Constitution.

37. The Framers opposed political parties because they were viewed as

a. undemocratic.
b. selfish.
c. illegal.
d. inefficient.

38. The authority of the federal government to create a Bank of the United States came from the

a. due process clause.
b. necessary and proper clause.
c. Fifth Amendment.
d. supremacy clause.

39. Political parties came about as a result of

a. a constitutional amendment.
b. disagreements over the powers of the national government.
c. conflicts between the Senate and House of Representatives.
d. an Act of Congress.

40. Judicial review over the legislative and executive branches of the federal government was established by

a. the original Constitution.
b. a Supreme Court opinion.
c. a constitutional amendment.
d. an Act of Congress.

41. Which of the following school situtations involves a First Amendment right?

a. Principal searches a student's purse.
b. Principal searches a student's locker.
c. Principal suspends a student for leaving campus without permission.
d. Principal suspends a student for picketing the school cafeteria.

42. Constitutional guarantees of freedom of speech, press, assembly, and religion are

a. limited in some situtations.
b. officially ended during times of war.
c. only for U.S. citizens.
d. listed in the Preamble to the Constitution.

43. Suffrage is defined as the right to

a. run for public office.
b. receive humane punishment.
c. vote.
d. practice your religion.

44. In 1787 most states allowed white males over 21 to vote if they

a. passed a literacy test.
b. owned property.
c. had a high school diploma.
d. passed a test on government.

45. The Fourteenth Amendment was intended to guarantee the equal protection of the laws to

a. blacks.
b. females.
c. whites under age twenty-one.
d. whites who did not own property.

46. A Supreme Court decision in the 1890s upheld the idea of "separate but equal." This decision allowed state laws which

a. limited the right of citizens to own guns.
b. strengthened the powers of state governors.
c. required different public facilities for whites and blacks.
d. sent Native Americans to reservations to live.

47. The right to "due process law" means that

a. laws will be pubicly debated.
b. important public questions must be settled by direct vote of the people.
c. proposed laws must be passed by both houses of the Congress.
d. laws and procedures of government must be fair.

48. How can a U.S. citizen influence the governing of our nation?

a. Write letters to elected representatives.
b. Attend meetings to gain information and discuss issues.
c. Vote in local, state, and national elections.
d. All of the above.

49. Which of the following rights do U.S. citizens have that aliens do not? The right to

a. due process of law.
b. freedom of religion.
c. vote and hold public office.
d. trial by jury.

50. Henry David Thoreau and Dr. Martin Luther King, Jr., are examples of people who went to jail because they

a. spoke against the government.
b. disobeyed laws which they believed were unjust.
c. refused to serve in the military.
d. committed violent acts of protest.

APPENDIX D

School Violence Prevention Demonstration Program
Attitudinal Survey

We the People...
The Citizen and the Constitution

Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

School Violence Prevention Demonstration Program

Student Questionnaire

Instructions for the student

We are trying to find out how young people your age feel about certain issues. There are no right or wrong answers. Please take your time. You will probably agree with some statements and disagree with others. Your teacher will read you each question. Then you will read each question. Feel free to ask your teacher to explain any words or questions you do not understand.

Please print clearly and neatly when required. For each question, select the one best answer.

Your Name: ______________________________
Last First

Today's date: ______________________________

School Name: ______________________________

Teacher's Name: ______________________________

City: ____________________ State: ______________

Grade: ○ Sixth ○ Seventh ○ Eighth

Your age: ______________

Mark one: ○ girl ○ boy

	a. Agree Strongly	b. Agree	c. Uncertain	d. Disagree	e. Disagree Strongly
1. I do not think someone my age needs to worry about how his/her actions will affect other people.	○	○	○	○	○
2. I do not feel to express my opinion in class.	○	○	○	○	○
3. I can talk about my problems with at least one person at school.	○	○	○	○	○
4. If I saw a broken bottle on school grounds, I would probably pick it up and put it in the trash.	○	○	○	○	○
5. Teachers "have it in" for some students.	○	○	○	○	○
6. To be honest, the only people whose ideas I am interested in are those of my family and close friends.	○	○	○	○	○
7. There is an adult at school who cares about my feelings.	○	○	○	○	○
8. If someone were sitting alone in the lunchroom I would probably offer to sit with him or her.	○	○	○	○	○

	a. Agree Strongly	b. Agree	c. Uncertain	d. Disagree	e. Disagree Strongly
9. The law generally treats people fairly.	○	○	○	○	○
10. I do not really care about how other people think.	○	○	○	○	○
11. I sometimes do things that are against the law in order to keep my friends.	○	○	○	○	○
12. If I see someone bullying a smaller or younger student I probably would not tell anyone about it.	○	○	○	○	○
13. The police are out to get you.	○	○	○	○	○
14. I find the ideas of people of different races, religions, and nationalities interesting.	○	○	○	○	○
15. I care about quite a few people at school.	○	○	○	○	○
16. If I saw someone put a weapon in her/his bookbag I would tell someone in authority about it.	○	○	○	○	○
17. Students who are punished by a teacher usually deserve it.	○	○	○	○	○
18. The police are needed for our protection.	○	○	○	○	○
19. I respect the right of others to express their ideas even if I find their ideas very different from mine.	○	○	○	○	○
20. Student government and class councils are important.	○	○	○	○	○
21. I rarely do things that help other people.	○	○	○	○	○
22. It is necessary to obey a school rule even if you do not agree with it.	○	○	○	○	○
23. I do not trust the ideas of people of different races, religions and nationalities.	○	○	○	○	○
24. I like to help others who need help.	○	○	○	○	○
25. It is useless to challenge a school rule.	○	○	○	○	○
26. Elected leaders are usually out for themselves, they are not interested in what is best for most citizens.	○	○	○	○	○
27. If I have a problem at school, I do not have any friends to share it with.	○	○	○	○	○
28. I have a difficult time accepting the way other people think.	○	○	○	○	○
29. The people who run my city cannot be trusted.	○	○	○	○	○
30. If something bad happened to a friend, I would get help from an adult at school.	○	○	○	○	○

	a. Agree Strongly	b. Agree	c. Uncertain	d. Disagree	e. Disagree Strongly
31. There is little room for democracy in my school.	○	○	○	○	○
32. I like others to share their ideas with me.	○	○	○	○	○
33. I feel that I belong at school.	○	○	○	○	○
34. My school is a fair place.	○	○	○	○	○
35. Boys and girls are too different to agree.	○	○	○	○	○
36. If we really wanted to, we could change a poor school rule.	○	○	○	○	○
37. I would rather eat my lunch alone than with other students.	○	○	○	○	○
38. There are adults at school who make me feel nervous.	○	○	○	○	○

39. How many "close friends" do you have at this school (by close friends we mean friends that you can share your thoughts and concerns with)?

○ None ○ 1-2 ○ More than 2

40. How many "friends" (not so close) do you have at this school?

○ None ○ 2-5 ○ More than 5

41. To what extent do you enjoy coming to school?

○ To a small extent ○ To some extent ○ To a very large extent

42. How safe do you feel when you are in school?

○ Not so safe ○ Relatively safe ○ Safe

APPENDIX E

Pretest and Posttest Means on Attitude Questions by Group

Correlations Between the Total Posttest Attitude Score and Single Items for Control and Experimental Group

Table E-1. Pretest and Posttest Means on Attitude Questions by Group

Question No	Experimental		Control		Gin	
	Before	After	Before	After	E	C
1	3.75**	3.88	3.45	3.70	0.13	0.25
2	3.59**	3.69	3.31	3.52	0.10	0.21
3	3.96*	4.09	3.85	3.92	0.13	0.07
4	2.67	2.69	2.81	2.66	0.02	-0.15
5	2.83**	2.61	2.72	2.60	-0.22	-0.12
6	3.37**	3.52	3.05	3.23	0.15	0.18
7	3.49	3.49	3.44	2.66	0.0	-0.78
8	3.03	3.05	3.09	3.36	0.02	0.27
9	3.10	3.13	3.03	2.96	0.03	-0.07
10	3.50**	3.64	3.49	3.39	0.14	-0.10
11	4.09*	4.12	3.86	3.97	0.03	0.11
12	3.54	3.57	3.55	3.51	0.03	-.04
13	3.98*	3.85	3.86	3.67	0.14	-0.19
14	3.91	4.00	3.82	3.84	-0.09	0.02
15	3.91***	4.05	3.91	3.96	0.14	0.05
16	3.85**	3.74	3.78	3.61	-0.11	-0.17
17	2.77	2.82	2.75	2.82	-0.05	0.07
18	3.77	3.86	3.76	3.76	0.09	0
19	4.09*	4.11	3.94	3.99	0.02	0.05
20	3.52	3.48	3.61	3.44	-.04	-0.17
21	3.72	3.84	3.40	3.55	0.12	0.15
22	3.71	3.65	3.77	3.58	-0.06	-0.19
23	4.18*	4.22	4.05	4.08	0.04	0.03
24	4.00*	4.00	3.96	3.89	0.0	-0.07
25	2.91	2.96	2.82	2.09	0.05	-0.73
26	2.95	2.96	3.02	2.81	0.01	-0.21
27	4.38*	4.43	4.18	4.26	0.05	0.08
28	3.77	3.85	3.58	3.73	0.08	0.15
29	3.42	3.33	3.37	3.23	-0.09	-0.14
30	4.03*	3.99	4.08	3.95	-0.04	-0.13
31	3.00	2.98	2.98	2.86	0.02	-0.12
32	3.91	3.98	3.88	3.80	0.07	-0.08
33	3.86	3.79	3.76	3.68	-0.07	-0.08
34	3.17**	3.05	3.24	2.95	-012	-0.29
35	3.73	3.83	3.53	3.62	0.01	0.09
36	3.53	3.54	3.41	3.63	0.01	0.22
37	4.43*	4.44	4.22	4.24	0.01	0.02
38	2.91***	3.03	3.07	2.96	0.12	-.011

~~*These items are all ceiling (the average on pretest scores for both groups is 4 out~~ of 5)

** Shifts of more than 0.1 in both groups; *** shift of more than 0.10 for exptal.

Table E-2. Correlations Between the Total Posttest Attitude Score and Single Items for Control and Experimental Group

Correlations of larger than +0.30 indicate that the item is working in the same direction as the test. Correlations close to zero show that there is no relationship between the item and the total test and negative correlations show that the item works in the opposite direction of the test.

Correlation between the total score on attitude test and each item by group

Question No	Correlation in Experimental	Correlation in control
1	0.342	0.433
2	0.395	0.323
3	0.401*	0.489
4	0.385	0.424
5	0.444	0.322
6	0.460*	0.403
7	0.540*	0.610
8	0.432*	0.409
9	0.382	0.374
10	0.462*	0.510
11	0.364	0.468
12	0.412*	0.503
13	0.453*	0.464
14	0.474*	0.461
15	0.261**	0.345
16	0.478*	0.493
17	-0.310	-0.223
18	0.337	0.445
19	0.499*	0.553
20	0.507*	0.494
21	0.454*	0.457
22	0.468*	0.436
23	0.380	0.409
24	0.549*	0.508
25	0.070	0.012
26	0.479	0.394
27	0.340	0.332
28	0.425	0.364
29	0.489*	0.541
30	0.312	0.530
31	0.322	0.272**
32	0.560*	0.512
33	0.499*	0.601
34	0.515*	0.521
35	0.349	0.232**
36	0.300	0.231**
37	0.301	0.252**
38	0.280**	0.305

- All items except 17 have a positive correlation with the total score, so they work in the same direction as the whole test. Item 17 has a negative correlation indicating those who scored high on the whole test, scored low on this item. We will delete this item. Students tend to agree that students who get punished by the teacher deserve it – somewhat against a high attitude toward civic responsibility.
- Item 25 has almost zero correlation with the total score, thus it needs to be eliminated. There seems to be no correlation between attitude toward finding it useless to challenge a school rule and civic responsibility.

*Items that have a correlation larger than 0.40 for both groups

** Items that have a correlation of less than 0.3 for either the control or the experimental group

APPENDIX F

Focus Group Teacher Questionnaire with Selected Responses

Question 1. What are the benefits of the being involved in the Program?

"This Program brings government and law to life with language that is easy to understand and which uses contemporary examples." - Brooklyn teacher

"It provides an extra resource for working with special needs children." - Denver teacher

"It provides excellent free materials and a chance to start a new curriculum." - Jefferson County teacher

"It zeros in on topics that are kind of hard to teach." - Jefferson County teacher

"I have appreciated the support I have received from the people at CCE." - Jefferson County teacher

"The Program has made civics more real to students, something they can get a handle on. This is one of the few texts I have seen that is written at their (students') level."- Los Angeles teacher

"This Program gives students a voice—a systematic way for students to voice their opinions and concerns about school and community." -Wake County teacher

Question 2. What is different about this Program as compared to other special Programs?

"The peer and Program support is better... training is frequent and conveniently located." -Brooklyn teacher

"The implementation training is done in a better way than most new projects." -Denver teacher

"The final activity was very focused and was a much more positive experience for kids." - Denver teacher

"The students loved the role plays." - Jefferson County teacher

"The teacher's guide needs to be better aligned with the text. I quit using the teacher's guide about half way through because it was too difficult to use." - Jefferson County teacher

Question 3. What do your students like the best about this Program?

"The illustrations in the book" - Brooklyn teacher

"The examples from contemporary society" - Brooklyn teacher

"The role plays and skits" - Brooklyn teacher

"The group work and the culminating activity" - Brooklyn teacher

"When it was all over the kids wrote me a thank you note and said 'we know we were a pain, we know you had to stay on us, we enjoyed it and we are glad we did it.'" - Denver teacher

"They learned a lot by taking sides they didn't agree with. They liked learning different points of view." - Jefferson County teacher

"They liked the freedom to state their own opinions." - Los Angeles teacher

Question 4. Do you think that this Program has anything to do with making your school a safer place?

"This Program has to be ongoing in order to achieve lasting results." - Brooklyn teacher

"Not safer, but I do think and I have seriously noticed that when I've put Hispanic and African American kids together in groups that they have gotten along better." Denver teacher

"Yes, because of the Authority unit. It was the best unit we did." - Jefferson County teacher

"It is not so much violence prevention: it's that students become better decision makers and it's made them stronger." - Los Angeles teacher

Question 5. Have you noticed any change in student attitudes toward authority or toward the law during school this year? If you noticed a change, how much of it can be attributed to this Program?

"Students attempt to use some of the language used in this curriculum when problem-solving." - Brooklyn teacher

"I have heard students use some of the language used in the Program out on the playground." - Jefferson County teacher

"One of my students asked a question about the Mexican War and taking the land from Native Americans and another student answered 'They were not justified in taking the land because they were using power without authority.'" - Denver teacher

"They listen more to the aides on the playground. They do not fight with the aides as much because they seem to know where their authority comes from." - Jefferson County teacher

"They seem to have more of an awareness of where laws come from." - Jefferson County teacher

"I often hear the vocabulary bandied about." - Jefferson County teacher

"They realize that an authority figure might make a rule for you that might not be for you but it benefits the whole." - Los Angeles teacher

"Students seem to be more aware of their civic responsibility generally." - Wake County teacher

"We have seen a change in respect for cultures, particularly attitudes toward Hispanics." - Wake County teacher

Question 6. How has this Program stimulated your students to discuss political and social ideas?

"They bring in contemporary examples a lot." - Brooklyn teacher

"They became more passionate about ideas in the Program that they thought were especially important to them" - Denver teacher

"Students were constantly finding stories in the news that connected to things they were studying, especially in *We the People...*" - Jefferson County teacher

"I have more articles brought to class than ever before" - Jefferson County teacher

"Most of the time government and civics is about memorizing dates and events, things that are hard for them to relate to when they haven't had real-life experiences. But they have been able to relate this Program to things in school, at home and even on the news."

"Students gave up their lunch period for two weeks to conduct a project on racism." - Wake County Schools

Question 7. What do parents say about their children participating in this Program?

"Parents seem to appreciate the overall educational value of the Program. Some would like a parent component." - Brooklyn teacher

"Parents who came and watched the culminating activity were very impressed." - Denver teacher

"One of my students became the regional president of the Children of the American Revolution and her mother attributes it to this whole Program." - Denver teacher

"One of the parents said about the culminating activity, 'This is one of the neatest things I have seen at this school.'" - Jefferson County teacher

Question 8. Has your principal or anyone from the district office observed your students in this Program and, if so, did they discuss it with you?

"They like it, they think it's a different attitude" - Denver teacher

"Our principal was one of the judges in the culminating activity. - Denver teacher

"The principal was in on a regular a basis. I had 100% support from her." - Jefferson County teacher

"The assistant principal was interested in the rules lesson." - Jefferson County teacher

"The deputy superintendent of schools called me personally to get involved." - Jefferson County teacher

"Our principal spoke to the kids at the hearing and congratulated them." - Los Angeles teacher

"The principals were not involved in any way with the Program. They seemed unaware that it existed." - Wake County teacher

Question 9. What was the quality of the teacher training offered by the Program?

"Excellent, because it is interactive and collaborative." - Brooklyn teacher

"Part of the problem this year is that nobody had taught it before so it was hard to figure out how it was going to fit." - Denver teacher

"I think it would be helpful to have people who have done this before at the in-service." - Denver teacher

"We did not receive training in Project Citizen." - Jefferson County teacher

"It would have been nice to have been given an outline of exactly what lessons to do and how they connected." Jefferson County teacher

"I do not think I would have been as effective without the training." - Los Angeles teacher

"I loved when we actually got to do the activities; it was so beneficial listening to other teachers to see how they dealt with situations." Los Angeles teacher

Question 10. What is the quality of the curricular materials offered by the Program?

"Excellent" - Brooklyn teacher

"They need a hard cover in order to last." - Brooklyn teacher

"Too many read and answer questions. It needs more hands-on stuff for students to do." - Jefferson County teacher

"There need to be more answers to the questions asked." - Jefferson County teacher

"They were great and easy for the kids to understand. The illustrations were great." - Los Angeles teacher

Question 11. How have you overcome obstacles like time, curricular fit, and an overcrowded curriculum to implement this Program?

"Flexibility and adaptation." - Brooklyn teacher

"When it fit, it fit and when it didn't we stopped curriculum and did it. When a deadline came and I wasn't where I was supposed to be I got a ticket from the curriculum police." - Denver teacher

"I have integrated it with other topics." - Jefferson County teacher

"It has been stressful and we need some help." - Wake County teacher

Question 12. What is the main reason you became involved in this Program?

"The opportunity to learn a more interactive and collaborative approach in the classroom." - Brooklyn teacher

"I have been teaching a while and I needed a challenge." - Denver teacher

"Because some of my friends were trying it." - Denver teacher

"Because I have done it previously with high-risk kids and it worked." - Jefferson County teacher

"Because of the support that comes from our social science team. They are top notch." - Jefferson County teacher

Question 13 - Did you have sufficient administrative support from the Center and the site coordinator to make this Program a success? How could support be improved?

"Teacher resources. other than the student text, were in limited supply." - Brooklyn teacher

"It has been more support than we usually receive from any Program." - Denver teacher

"I do not see that they could do that much more. They're available and they're willing to help." - Jefferson County teacher

"We did originally. They made it sound great—how lucky we were to be in this Program. The first few times they listened and you would get what you wanted, but then they dropped the ball." - Jefferson County teacher

"Elaine and others were great trainers and supporters of us. I did not feel stressed out." - Los Angeles teacher

"Everything was fine. and our site coordinator was very supportive and easy to work with—very reliable." - Los Angeles teacher

"What I could do on my own was enough, but they enabled me to go farther." - Los Angeles teacher

"Carleen was great. She was always available to respond to our questions and concerns." - Wake County teacher

"Sometimes the messages were mixed that came from California and Wake County Schools." - Wake County teacher

Question 14. Would you recommend that your district be involved in this Program next year? Why or why not?

"Yes, with adequate time and more alignment with English Language Arts and block scheduling." - Brooklyn teacher

"I would because its almost a kind of authentic assessment where instead of giving them a piece of paper and writing down answers to a test they participate in a mock congressional hearing." - Denver teacher

"We would be cheating ourselves if we did not do it again." - Denver teacher

"Yes. but on a limited basis. There is other stuff we need to do in social studies." - Jefferson County teacher

"Keep We the People... if nothing else." - Jefferson County teacher

"I would but it needs to be worked through. It's too much." - Jefferson County teacher

"Move most of it to the 5th grade." - Jefferson County teacher

"I would recommend some *Foundations of Democracy* before doing *We the People...*" - Jefferson County teacher

"Yes, but I'm not for taking it to the district. I am not pleased with being told what to do, and I do not like someone standing over my shoulder. This year was good because we volunteered, we managed what we could." - Los Angeles teacher

APPENDIX G

Results of Year End Teacher Questionnaire

Appendix G

Results of the program year-end teacher questionnaire.

1 How many years of teaching experience do you have?

1-4 years	5-9 years	10-14 years	15-19 years	20– years
15	13	13	7	20
22.10%	19.10%	19.10%	10.30%	30.30%

2 How many instructional periods (approximately) did you spend on the SVPDP over the past school year?

Total Average (42 Respondents) 73.5 hours

Less than 20 hours	20-29 hours	30-39 hours	40-49 hours	50– hours
1	4	4	7	26
2.40%	9.50%	9.50%	16.70%	61.90%

3 To what degree did the program fit with the regular curriculum?

Poor Fit	Fair Fit	Good Fit	Excellent Fit	N/A
1	21	29	15	2
1.40%	30.80%	42.60%	22.00%	2.90%

4 How experienced were you in the use of CCE curricular materials prior-this year?

No Experience	Some Experience	Familiar	Very Familiar	N/A
45	13	8	2	0
66.20%	19.10%	11.80%	2.90%	0

5 To what extent did teacher training provided during the year help you implement the program?

To no extent	To a small extent	To some extent	To a large extent	N/A
0	2	23	43	0
0	2.90%	33.80%	63.20%	0

6 To what extent did the program fit with district standards and civics and government scope and sequence?

To no extent	To a small extent	To some extent	To a large extent	N/A
0	4	33	29	2
0	5.90%	48.60%	46.03%	2.90%

7 To what extent were your students handicapped by English language skills?

To no extent	To a small extent	To some extent	To a large extent	N/A
35	14	12	5	2
51.50%	20.60%	17.70%	7.30%	2.90%

8 To what extent did the program increase your knowledge of the Constitution and the Bill of Rights and the Constitutional period of American history?

To no extent	To a small extent	To some extent	To a large extent	N/A
0	12	30	26	0

0	17.70%	44.10%	38.20%	0

9 To what extent did the program help you teach literacy skills?

To no extent	To a small extent	To some extent	To a large extent	N/A
4	11	41	11	1
5.88%	16.18%	60.29%	16.18%	1.47%

10 Did you have sufficient time-teach the program?

Yes	No	NA
23	43	2
33.8%	63.2%	2.9%

11 Did you do the culminating activity of the We the People program?

Yes	No	NA
55	13	0
80.88%	19.12%	0

12 Did you do the portfolio and student presentation for Project Citizen?

Yes	No	NA
38	29	1
55.90%	42.60%	1.47%

APPENDIX H

Classroom Observation Guidelines Form

SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM
CLASSROOM OBSERVATION GUIDELINES
(HIGH IMPLEMENTATION TEACHERS)

Name of observer ____________________

Date and time of observation ____________________

Teacher being observed ____________________

School name ____________________

1. Are the methodologies and strategies demonstrated in the teacher training sessions of the program being used? Yes___ No ___ Comment ____________________

2. Does the classroom appearance stimulate an interest in civics, history and government? Yes ___ No ____ Comment

3. Did the teacher do a satisfactory or outstanding job on the culminating activity of the **We the People... The Citizen and the Constitution** program? Yes ___ No __Comment

4. Did the teacher do a good job of integrating the program into the regular curriculum? Yes ___ No ____ Comment ____________________

5. Has the teacher done a good job of helping students understand the meaning of public policy. Yes ___ No___ Comment ____________________

6. Has the teacher done a satisfactory or outstanding job of helping students develop the Project Citizen portfolio? Yes ___ No ___ Comment ____________________

7. Do the students seem to understand their responsibility to influence public policy?
Yes___ No___ Comment___

8. What concepts was the teacher teaching on the day you observed?___

9. Did the students seem able to express their ideas freely?___

10. In your opinion, would the teacher be a good mentor for other teachers during the second year of the program? Yes___ No___ Comment___

Please make some general comments on why this teacher should or should not be identified as a high implementation teacher.___

Please send this form directly to Lou Rosen when you have completed your observation. You may want to share your comments and observations with the site coordinator but no one else please.

APPENDIX I

Statistical Results of Pre- and Posttest Scores for Knowledge and Attitudinal Areas in Five Middle School Sites

Tables related to the impact of the program on students' knowledge of the U.S. Constitution (50-item test)

Table I-1. Means, Standard Deviation, Gain (Posttest-Pretest Mean), Sample Size (N), t, and P Values on the 50-Item Knowledge Test by Group and by District

District	Pre-test Mean (SD)	Post-test Mean (SD)	Gain	N	t	P
Brooklyn						
Experimental	33.58(11.40)	40.24(13.84)	6.65	116	5.38	.000
Control	25.52(7.05)	31.00(9.35)	5.48	100	4.61	.000
Denver						
Experimental	25.63(9.47)	52.01(22.33)	26.38	149	14.79	.000
Control	26.96(8.74)	41.21(14.69)	14.25	168	13.16	.000
Philadelphia						
Experimental	30.23(10.07)	46.80(18.61)	16.57	144	10.63	.000
Control	20.69(10.33)	33.02(8.24)	12.32	49	6.65	.000
Queens						
Experimental	32.40(11.14)	47.03(16.17)	14.63	204	12.56	.000
Control	28.02(6.30)	32.19(11.62)	4.17	72	2.47	.016
Wake County						
Experimental	36.09(8.17)	50.08(15.52)	13.98	204	14.96	.000
Control	32.06(8.07)	39.45(11.13)	7.39	66	6.30	.000

• The *P* values smaller than 0.05 show a statistically significant difference between the post-test and pre-test mean.

Table I-2. ANCOVA results (pre-test differences between the control and experimental groups have been controlled for via ANCOVA) for the impact of the CCE Program on students' knowledge of the U.S. Constitution.

District	*F*	*P*	Adjusted mean for control group (N)*	Adjusted mean for experimental group (N)	difference between the means of E and C
Brooklyn	12.191	.001	32.81 100.0	38.68 116.0	5.88 (significant)
Denver	33.59	.000	40.82 168.0	52.46 149.0	11.64 (significant)
Philadelphia	12.566	.000	35.62 144.0	45.92 49.0	10.31(significant)
Queens	41.795	.000	33.35 204.0	46.62 72.0	13.27 (significant)
Wake County	17.144	.000	41.51 258.0	49.55 66.0	8.04 (significant)

* N = Number of students in the group
**NS = means that the difference between the two groups is not statistically significant
*** = Probably the reason that the difference of 3.46 is marginally significant is because of the small N in the control compared to the experimental group.

Table I-3. Means, Standard Deviation, Gain (Posttest – Pretest Mean), Sample Size (N), t, and P Value on Civic Responsibility by Group and by State

State	Pretest Mean (SD)	Posttest Mean (SD)	Gain	N	t	P
Experimental Brooklyn	63(9.34)	64.64(8.84)	+1.64	75	1.444	.153
Control	64.13(9.13)	65.35(9.06)	+1.22	91	1.241	.218
Experimental Denver	63.88(8.84)	63.56(9.84)	-0.32	131	-0.45	.656
Control	62.28(11.23)	60.03(9.74)	-2.24	129	-2.567	.011
Experimental Philadelphia	64.14(8.80)	65.34(10.46)	+1.19	113	1.273	.206
Control	67.51(9.05)	70.61(8.10)	+3.09	26	1.86	.074
Experimental Queens	64.81(9.66)	65.64(9.90)	+0.82	167	1.042	.299
Control	61.57(9.40)	59.96(10.21)	-1.62	58	-0.969	.337
Experimental Wake County	69.62(9.26)	68.31(10.49)	-1.39	239	2.365	.019
Control	65.78(11.75)	63.69(10.49)	-2.09	53	-1.81	.076

* The P values smaller than 0.05 show a statistically significant difference between the posttest and pretest mean.

Table I-4. ANCOVA results) for the impact of the CCE Program on civic responsibility (pretest differences on civic responsibility the control and experimental group have been controlled for via ANCOVA

State	F	P	Adjusted mean For the experimental (N)*	Adjusted mean for the control (N)	difference between means of E and C
Brooklyn	0.031	.860	64.91 91	63.15 75	1.76(N.S.)**
Denver	5.249	.023	63.03 130	60.56 129	2.47(significant)
Philadelphia	3.223	.075	69.15 113	65.91 27	-3.46(N.S.)
Queens	9.525	.041	65.31 167	60.91 58	4.4 (significant)
Wake County	2.195	.140	65.97 239	67.81 53	1.84(N.S.)

* N = Number of students in the group

**NS = means that the difference between the two groups is not statistically significant

Table I-5. Impact of the Program on Attitude Toward Civic Responsibility, Tolerance for the Ideas of Others, Respect for Authority, and Social Inclusion

The students' attitudes toward civic responsibility was measured with a 38 item attitude test consisting of three clusters including tolerance for the ideas of others (11 items), respect for authority (14 items), and social inclusion (14 items). The students were pre-tested before and post-tested after the program. The items were designed like a Likert Scale ranging from strongly agree to strongly disagree. The scores on the total scales as well as the three clusters were transformed to a scale of 0 – 100.

Paired sample t-test was used to examine the impact of the program on students' attitudes toward civic responsibility, tolerance for the ideas of others, respect for authority, and social inclusion. The results are presented below:

Based on the results give below, the experimental group had a statistically significant and positive impact on attitude toward civic responsibility (t = 2.378, P = 0.021), tolerance for the ideas of others (t = 2.633, P = 0.011). The program had a marginally significant effect on enhancing respect for authority (t = 1.842, P = 0.071). The program did not have a significant effect on social inclusion (P = 0.194). As a result of participation in the experimental group, the students developed a more positive attitude toward:

- *Civic responsibility (gain of 2.5%)*
- *Tolerance for the ideas of others (gain of 3.67%)*
- *Respect for authority (gain of 2.8%)*

Mean, standard deviation, gain (posttest mean – pretest mean), t, and p values for the experimental group on civic responsibility, tolerance for the ideas of others, respect for authority, and social inclusion

Scale	Pretest Mean(SD)	Posttest Mean(SD)	Gain	t	p
Civic Responsibility	56.33(8.48)	58.83(6.76)	2.50	2.378	0.021
Tolerance for The ideas of Others	54.17(11.37)	57.84(10.94)	3.67	2.633	0.011
Respect for Authority	49.10(10.24)	51.9196.77)	2.80	1.842	0.071
Social inclusion	57.36(10.01)	59.02(9.91)	1.66	1.313	0.194

Gender Differences on Attitude Toward Civic Responsibility, Tolerance for the Ideas of Others, Respect for Authority and Social Inclusion

ANCOVA was used to examine the gender differences with respect to knowledge of the United States Constitution, attitude toward civic responsibility, tolerance for the ideas of the others, respect for authority, and social inclusion. Gender was treated as the independent variable, pretest scores were treated as covariates, and posttest scores were treated as the dependent (response) variables.

With respect to gender:

- *There was a significant gender effect with respect to civic responsibility (F = 7.311, P = .009) with the girls scoring higher than the boys (adjusted mean of 61.99 for the girls and 56.08 for the boys).*
- *There was a significant gender effect with regards to respect for authority (F = 6.41, P = 0.014) with the girls scoring higher than the boys (adjusted mean of 54.33 for the girls and 50.04 for the boys).*
- *There was a significant gender effect with respect to social inclusion (F = 5.534, P = 0.022) with the girls scoring higher than the boys (adjusted mean of 61.93 for the girls and 56.64 for the boys).*

The gender effect was not significant with respect tolerance for the ideas of the others (F = .00, P = 0.987). The adjusted means for the girls and boys were 57.99 and 57.96 respectively.

Table I-6. Means, Standard Deviation, Gain (Posttest – Pretest Mean), Sample Size (N), t, and P Value on Respect for Authority by Group and by State

State	Pretest Mean (DE)	Posttest Mean (SD)	Gain	N	t	P
Experimental Brooklyn	60.22(10.66)	60.25(9.72)	+.03	106	0.03	.976
Control	61.62(10.93)	61.81(9.14)	-0.186	74	0.152	.879
Experimental Denver	61.03(19.84)	58.76(10.23)	-2.27	140	2.725	.007
Control	59.23(10.40)	54.52(12.69)	-4.71	147	5.116	.000
Experimental Philadelphia	61.53(10.56)	61.77(11.45)	+0.25	131	0240	.810
Control	64.03(11.01)	63.93(8.85)	-0.10	36	0.052	.959
Experimental Queens	60.81(11.62)	60.19(11.78)	-0.62	191	0.719	.473
Control	58.92(12.36)	54.97(12.28)	-3.95	65	2.084	.041
Experimental Wake County	65.61(10.38)	63.17(11.60)	-2.44	249	3.741	.000
Control	62.40(12.98)	59.54(12.11)	-2.95	58	-2.249	.028

* The P values smaller than 0.05 show a statistically significant difference between the posttest and pretest mean.

- The attitude toward respect for authority did not change significantly for the control and experimental group in Brooklyn.
- The attitude toward respect for authority became significantly more negative for the control and experimental group in Denver. However, the rate was almost twice as much for the control group.
- The attitude toward respect for authority did not change significantly for the control and experimental group in Philadelphia.
- The attitude toward respect for authority became significantly more negative in the control group and did not change significantly for the experimental group Queens.
- The attitude toward respect for authority became significantly more negative for the control and experimental group in Wake County.

Table I-7. ANCOVA results for the impact of the CCE Program on attitude toward respect for authority (pretest differences on attitude toward respect for authority in the control and experimental group have been controlled for via ancova)

State	F	P	Adjusted mean For the control (N)*	Adjusted mean for the experimental (N)	difference between the means of E and C
Brooklyn	0.753	.387	61.56 88	60.46 106	-1.01 (N.S.)**
Denver	7.356	.007	54.40 147	58.09 140	+3.69 (significant)
Philadelphia	0.327	.568	63.09 36	62.01 131	-1.08 (N.S.)
Queens	7.951	.005	55.57 65	59.98 182	+4.40 (significant)
Wake County	1.479	.225	61.01 58	62.79 249	+1.78 (N.S)

* N = Number of students in the group

**NS = means that the difference between the two groups is not statistically significant

Results:

ANCOVA indicates that after controlling for pre-existing differences between the attitude of the control and the experimental group with respect to attitude toward respect for authority:

The program had a statistically significant and positive impact on the attitude of the students toward respect for authority in Denver and Queens.

- *In Queens, the students in the experimental group scored 4.4% higher than the students in the control group on attitude toward respect for authority.*
- *In Denver the students in the experimental group scored 3.69% higher than those in the control group on attitude toward respect for authority.*

Table I-8. Means, Standard Deviation, Gain (Posttest – Pretest Mean), Sample Size (N), t, and P Value on Tolerance by Group and by State

State	Pretest Mean (DE)	Posttest Mean (SD)	Gain	N	t	P
Experimental Brooklyn	63.95(14.32)	66.61(14.31)	+2.66	106	1.901	.060
Control	62.36(11.81)	66.30(12.02)	+3.93	75	3.187	.002
Experimental Denver	66.39(12.22)	67.98(12.36)	+1.60	142	1.543	.125
Control	63.56(12.59)	64.57(12.59)	1.01	129	0.905	.367
Experimental Philadelphia	67.65(11.42)	70.52(12.93)	+2.87	132	2.451	.016
Control	66.14(14.29)	72.66(10.66)	+ 6.51	26	3.32	.002
Experimental Queens	66.30(13.20)	69.28(12.64)	+2.98	191	2.911	.004
Control	62.88(13.17)	63.41(13.62)	+0.52	70	0.264	.792
Experimental Wake County	71.49(11.80)	71.73(12.01)	+0.24	253	0.342	.773
Control	67.80(13.99)	64.65(13.38)	-3.14	60	-2.293	.025

* The P values smaller than 0.05 show a statistically significant difference between the posttest and pretest mean.

Table I-9. ANCOVA results) for the impact of the CCE Program on tolerance (pretest differences on tolerance the control and experimental group have been controlled for via ANCOVA

State	F	P	Adjusted mean For the control (N)*	Adjusted mean for the experimental (N)	difference between the means of E and C
Brooklyn	0.091	.763	66.76 86	66.25 106	-0.40 (N.S.)**
Denver	2.643	.105	64.53 150	67.12 142	2.59 (significant)
Philadelphia	1.795	.182	73.17 38	70.37 133	-2.8 (N.S.)
Queens	7.609	.006	64.28 70	68.97 191	4.69 (significant)
Wake County	11.60	.001	66.41 60	71.32 253	4.91 (significant)

* N = Number of students in the group

**NS = means that the difference between the two groups is not statistically significant

Results:

ANCOVA indicates that after controlling for pre-existing differences on civic responsibility between the control and the experimental group:

- *In Denver the students in the experimental group scored 2.59% higher than those in the control on attitude toward tolerance for the ideas of others.*
- *The program had a statistically significant and positive impact on the attitu the students toward tolerance for the ideas of others in Queens and Wake County. In Queens the students in the experimental group scored 4.69% than the students in the control group on attitude toward tolerance for the of others.*
- *In Wake County the students in the experimental group scored 4.91% higher than those in the control group on attitude toward tolerance for the ideas of others.*

Table I-10. Means, Standard Deviation, Gain (Posttest – Pretest Mean), Sample Size (N), t, and P Value on Social Inclusion by Group and by State

State	Pretest Mean (DE)	Posttest Mean (SD)	Gain	N	t	P
Experimental Brooklyn	65.32(11.41)	67.43(11.47)	+2.10	103	1.78	.077
Control	63.99(12.22)	6.73(11.25)	+1.73	82	1.30	.197
Experimental Denver	64.71(10.74)	64.44(12.57)	-0.267	137	1.543	.777
Control	62.88(12.04)	60.82(13.94)	-2.06	153	2.03	.043
Experimental Philadelphia	67.85(12.20)	70.36(12.47)	+2.51	39	1.28	.206
Control	63.55(9.88)	65.93(11.38)	+2.38	126	2.32	.022
Experimental Queens	66.68(11.42)	67.37(11.54)	+0.68	189	0.77	.442
Control	63.71(12.77)	61.04(11.18)	-2.66	61	1.25	.214
Experimental Wake County	71.81(10.41)	70.44(12.00)	-1.36	251	2.24	.026
Control	66.56(13.92)	66.00(13.29)	-0.55	61	0.362	.719

* The P values smaller than 0.05 show a statistically significant difference between the posttest and pretest mean.

Table I-11. ANCOVA results) for the impact of the CCE Program on social inclusion (pretest differences on social inclusion the control and experimental group have been controlled for via ancova

State	F	P	Adjusted mean For the control (N)*	Adjusted mean for the experimental (N)	difference between the means of E and C
Brooklyn	0.546	.461	66.05 83	67.18 103	-1.13 (N.S.)**
Denver	3.480	.063	60.81 153	63.66 137	2.52 (N.S.)
Philadelphia	1.400	.238	68.74 39	66.44 126	2.30 (N.S.)
Queens	11.391	.001	61.74 62	67.14 190	5.40 (significant)
Wake County	0.374	.541	68.88 62	69.73 252	4.91 (significant)

* N = Number of students in the group

**NS = means that the difference between the two groups is not statistically significant

Results:

ANCOVA indicates that after controlling for pre-existing differences on social inclusion control and the experimental group:

The program had a statistically significant and positive impact on the attitude of the students toward tolerance for the ideas of others in Queens and Wake County.

- *In Queens the students in the experimental group scored 5.40% higher than th students in the control group on attitude toward social inclusion.*
- *In Wake County the students in the experimental group scored 4.91% higher than those in the control group on attitude toward social inclusion.*

APPENDIX J

Statistical Results of Pre- and Posttest Score for Knowledge and Attitudinal Areas in Jefferson County and Los Angeles Unified

EVALUATION OF THE SCHOOL VIOLENCE PREVENTION PROGRAM IN JEFFERSON COUNTY

Description of the subjects:
A total of 176 students participated in the program. 104(59.1%) students were in the control and 72(40.1%) were in the experimental group. 106(60.2%) were girls and 70(39.8%) were boys. 22(12.5%) were in the fifth and 154(87.5%) were in the sixth grade.

Impact of the program on knowledge:

The students in the experimental and the control groups were pre-tested and post-tested on the knowledge of the History and Principles of the United States Constitution "Test on History and Principles of the United States Constitution". This test consisted of 30 item multiple choice test and each test only had one correct option.

Analysis of covariance was used to control for the preexisting differences between the control and the experimental group on the knowledge test. Group and gender were used as the independent variables, pretest scores on the knowledge of the U.S. Constitution were used as covariate, and posttest scores on the knowledge of the U.S. Constitution were used as dependent variable.

Results indicated that the program had a positive impact on the students' knowledge of the United States Constitution ($F = 49.579$, $P = .000$). After controlling for preexisting differences, the students in the experimental group scored 16% higher on the knowledge test than the students in the control group (mean of 70.15 for the experimental and the mean of 54.30 for the control group). There was no significant difference between the boys and the girls with respect to the knowledge of the U.S. Constitution ($F = 2.650$, $P = 0.106$).

There was also a significant interaction effect between group and gender ($F = 7.003$, $P = 0.009$). Results indicated that the program had a more positive impact on the boys than the girls. The boys who went through scored 21.83% higher than those who did not (mean of 71.30 vs. 49.47). The girls who participated in the program scored 9.9% (mean of 69 vs. 59.10) higher than those who did not.

Paired sample t-test indicated that the control group exhibited no significant gain with respect to the knowledge of the U.S. Constitution ($t = 1.20$, $P = 0.232$). Paired sample t-test indicated that the experimental group exhibited a significant gain with respect to knowledge of the U.S. Constitution ($t = 8.12$, $P = 0.000$). The knowledge of the experimental group increased 11.70% (mean of 70.11 vs. 58.40) as a result of participating in the program.

The means and standard deviations of the control and the experimental groups on pretest and posttest on knowledge test as well as the adjusted means (means that have been controlled for pre-existing differences via ancova) are presented below:

Table J-1

Scale	Experimental			Control		
	Pre(Mean/SD)	Post(Mean/D)	Adjusted mean	Pre(Mean/SD)	Post(Mean/D)	Adjusted mean
knowledge	57.51(12.54)	67.87(16.34)	70.01	59.10(15.59)	56.09(14.49)	55.94

Impact of the program on attitude toward civic responsibility:

The students' attitudes toward civic responsibility was measured with a 38 item attitude test consisting of three clusters including tolerance for the ideas of others (11 items) . respect for authority (14 items) . and social inclusion (14 items). The items were designed like a Likert Scale ranging from strongly agree to strongly disagree. The scores on the total scales as well as the three clusters were transformed to a scale of 0 – 100.

The students in the experimental and the control groups were pre-tested and post-tested on attitude toward civic responsibility.

Analysis of covariance was used to control for the preexisting differences between the control and the experimental group on attitude toward civic responsibility. Group and gender were used as the independent variables, pretest scores on attitude toward civic responsibility was used as covariate. and posttest scores on attitude toward civic responsibility used as dependent variable.

Prior to starting the program there was a significant difference between the control and the experimental group with respect to attitude toward civic responsibility (t = 3.55. P = 0.001); mean for the control = 74.19 and mean of the experimental = 69.46. ANCOVA indicated that the program did not have an impact on the students' attitudes toward civic responsibility (F = 0.021, P = .884). After controlling for preexisting differences, the students in the experimental and the control group scored similarly on attitude toward civic responsibility (mean of 71.99 for the control and mean of 71.79 for the experimental group). These high means indicate that the students in both the experimental and the control group have a positive attitude toward authority. social inclusion, and respect for the ideas of others.

The gender effect was significant (F = 5.017, P = 0.027) indicating that the girls had a more positive attitude toward civic responsibility than the boys (mean of 73.38 for the girls vs. 70.40 for the boys). There was no significant interaction indicating the effect of the program on attitude toward civic responsibility was similar for boys and girls (F = 0.220, P = 0.640).

EVALUATION OF THE SCHOOL VIOLENCE PREVENTION PROGRAM IN LOS ANGELES

I. Description of the subjects:

A total of 61 eighth-grade students participated in the study. All 61 students were in the experimental group. Twenty-eight (45.9%) were girls and 32 (52.5%) were boys. There was no control group. The study lacks a control group due to the fact that the experimental students were from a year-round school where students were assigned to three different tracks. We could not find a comparable school.

II. Impact of the program on knowledge:

The students in the experimental group were pre-tested and post-tested on the knowledge of the history and principles of the United States Constitution. The students were given a test that consisted of 30 multiple choice items and each item had one correct option. The design of the study was a pre-test/post-test design. Dependent t-test was used to examine the impact of the program on the knowledge of the principles of the United States Constitution.

A paired sample t-test indicated that the program had a positive impact on the students' knowledge of the U.S. Constitution ($t = 7.09$, $P – 0.000$) The students exhibited a significant gain (20.29%) with respect to their knowledge of the U.S. Constitution as a result of participating in the program (mean of 60.52% on the posttest and 40.22% on the pretest).

Means, standard deviations of pre-test and post-test on the knowledge of the US Constitution, gain, *t* and *p*.

Table J-2

Scale	Pre-test Mean(SD)	Post-test Mean(SD)	Gain	*t*	*P*
Knowledge	40.22(13.80)	60.15(18.27)	20.29	7.09	.000

Level of school enjoyment had a significant effect on students' attitudes toward civic responsibility (F = 6.520, P = 0.002). The students who enjoyed coming to school to a very large extent or to some extent had a more positive attitude toward civic responsibility than those who enjoyed coming to school to a small extent. The means on civic responsibility were 74.2 for "to a very large extent," 72.65 for "to some extent," and 67.28 for "to a small extent."

Perception of school safety had a significant effect on students' attitudes toward civic responsibility (F = 4.59, P = .012). The students who felt that they were safe or relatively safe at school had a more positive attitude toward civic responsibility than those who did not feel so safe at school. The means on attitude toward civic responsibility were 73.68 for those who felt safe, 70.15 for those who felt relatively safe and 68.04 for those who did not feel so safe.

The program did not have a significant effect on respect for authority (F = 0.621, P = 0.432), respect for the ideas of others (F = 0.049, P = 0.825), and social inclusion (F = 0.015, P = 0.903). There was also so significant gender difference with respect to attitude toward authority (F = 0.621, P = 0.432). The experimental group did not show any significant gain with respect to attitude toward respect for authority (t = 0.449, P = 0.655) and attitude toward social inclusion (t = 0.160, P = 0.144).

The means and standard deviations of the control and the experimental groups on overall attitude toward civic responsibility and the relevant clusters as well as the adjusted means (means that have been controlled for pre-existing differences via ancova).

Table J-3

Scale	Experimental			Control		
	Pre(Mean/SD)	Post(Mean/D)	Adjusted mean	Pre(Mean/SD)	Post(Mean/D)	Adjusted mean
Civic responsibility	69.46(8.63)	67.70(10.39)	71.79	74.10(8.40)	72.03(10.39)	71.99
Tolerance for the Ideas of others	67.34(12.47)	70.77(11.13)	72.19	72.03(10.54)	74.12(13.07)	72.82
Respect for authority	63.83(8.45)	63.45(9.05)	63.74	66.82(10.00)	65.20(11.10)	64.07
Social inclusion	67.34(9.95)	69.03(10.38)	70.63	74.28(10.03)	72.42(11.10)	70.44

III. Impact of the program on attitude toward civic responsibility including tolerance for the ideas of others, respect for authority, and social inclusion:

Student attitudes toward civic responsibility were measured with a 38-item attitude test consisting of three clusters: tolerance for the ideas of others (11 items), respect for authority (14 items), and social inclusion (14 items). The students were pre-tested before and post-tested after the program. The items were designed similar to a Likert Scale, ranging from "strongly agree" to "strongly disagree". The scores on the total scales as well as within each of the three clusters were transformed to a scale of 0 – 100.

A paired sample t-test was used to examine the impact of the program on students' attitudes toward civic responsibility, tolerance for the ideas of others, respect for authority, and social inclusion. The results are presented below:

Based on the results given below, the experimental program had a statistically significant and positive impact on students' attitudes toward civic responsibility ($t = 2.378$, $P = 0.021$), and on students' tolerance for the ideas of the others ($t = 2.633$, $P = 0.011$). The program had a marginally significant effect on enhancing respect for the ideas of others ($t = 1.842$, $P = 0.071$). The program did not have a statistically significant effect on social inclusion ($t = 1.313$, $P = 0.194$). As a result of participation in the experimental program, the students developed a more positive attitude in each of the following areas:

- *Civic responsibility (gain of 2.5%)*
- *Tolerance for the ideas of others (gain of 3.67%)*
- *Respect for authority (gain of 2.8%)*

Mean, standard deviation, gain (post-test mean – pre-test mean), t, and p values for the experimental group on civic responsibility, tolerance for the ideas of others, respect for authority, and social inclusion.

Table J-4

Scale	Pre-test Mean(SD)	Post-test Mean(SD)	Gain	t	p
Civic Responsibility	56.33(8.48)	58.83(6.76)	2.50	2.378	0.021
Tolerance for The ideas of Others	54.17(11.37)	57.84(10.94)	3.67	2.633	0.011
Respect for Authority	49.10(10.24)	51.9196.77)	2.80	1.842	0.071
Social inclusion	57.36(10.01)	59.02(9.91)	1.66	1.313	0.194